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ABSTRACT

This annual report on the well being of the world's children focuses on child participation. This focus is intended to remind adults of their obligation to elicit and consider the views of children and young people when decisions are being made that affect their lives, and on adults' responsibility to help children and adolescents develop their competencies for authentic and meaningful participation in the world. The report's text is divided into the following chapters: (1) "Children Must Be Heard"; (2) "Why Participation, Why Now?"; (3) "Engaging Life"; (4) "Active Learning"; (5) "The Sharpest Edge"; (6) "Listening to Children"; (7) "Spaces for Participation"; (8) "At the UN Special Session on Children"; and (9) "Moving Forward." These chapters emphasize the report's theme of engaging children in achieving their own well-being and offer examples of such efforts throughout various countries. The report also contains maps illustrating the opinions of world children on various issues such as health and education, and tables containing economic and social statistics on the countries and territories of the world, with particular reference to children's well being. The tables detail: (1) basic indicators; (2) nutrition; (3) health; (4) education; (5) demographic indicators; (6) economic indicators; (7) women; (8) HIV/AIDS and malaria; and (9) the rate of progress. (Contains 87 references.) (EV)

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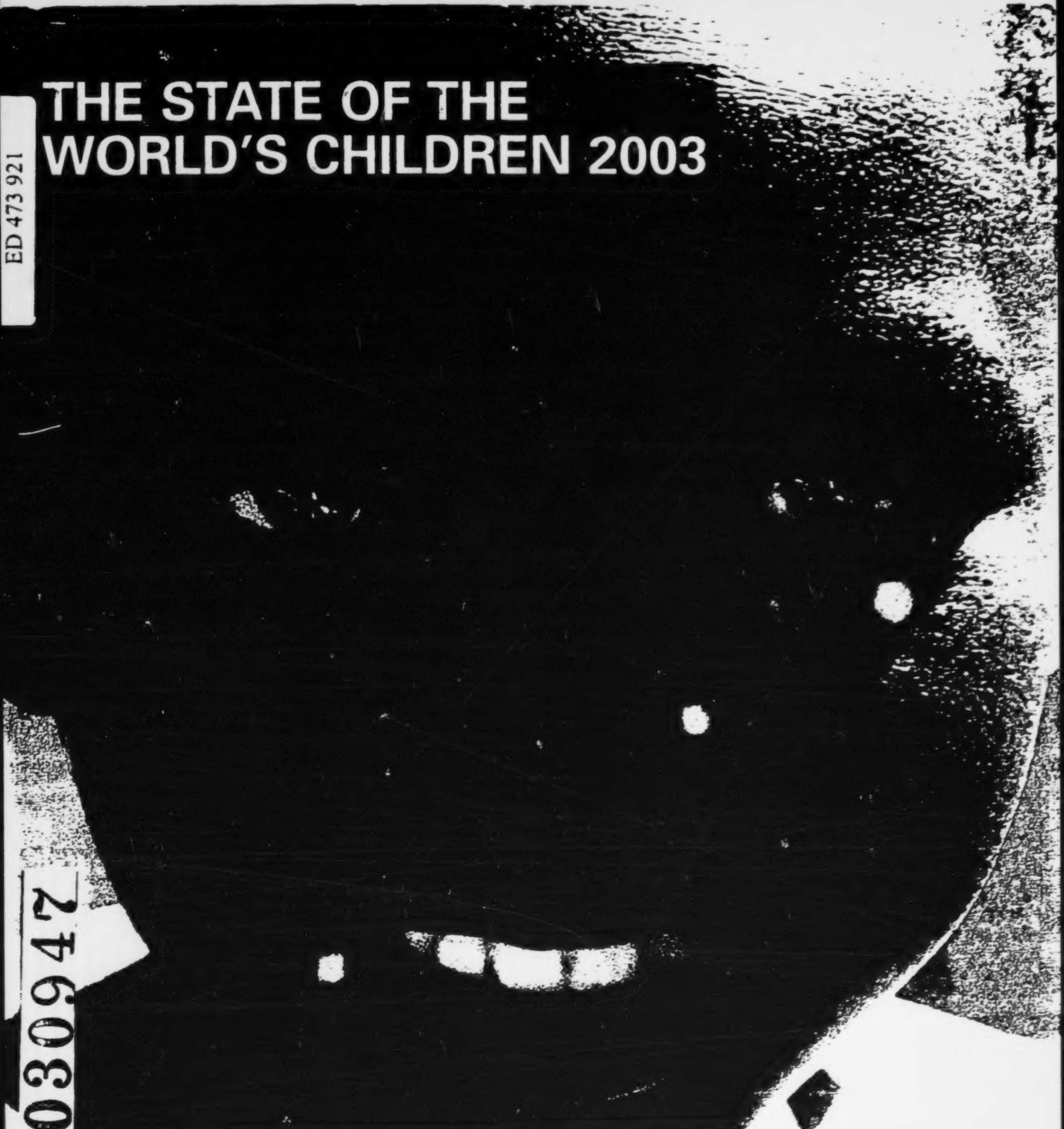
THE STATE OF THE WORLD'S CHILDREN 2003



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THE STATE OF THE WORLD'S CHILDREN 2003

Thank you

This report has been prepared with the help of many people and organizations, including the following UNICEF field offices and national committees: Afghanistan, Albania, Angola, Argentina, Austria, Azerbaijan, Bangladesh, Belgium, Benin, Bhutan, Bolivia, Botswana, Brazil, Burundi, Cameroon, Caribbean Area Office, Central African Republic, Central Asian Republics and Kazakhstan, China, Colombia, Costa Rica, Democratic Republic of the Congo, Egypt, El Salvador, Eritrea, Ethiopia, Gabon, Georgia, Ghana, Guatemala, Guyana, Haiti, Honduras, India, Indonesia, Islamic Republic of Iran, Iraq, Jamaica, Jordan, Kenya, Lesotho, Madagascar, Malawi, Maldives, Mauritius, Mexico, Mongolia, Mozambique, Nepal, Nigeria, Occupied Palestinian Territory, Pakistan, Peru, Philippines, Republic of Moldova, Russian Federation, Sao Tome and Principe, Senegal, Somalia, South Africa, Sri Lanka, Sudan, Syrian Arab Republic, Thailand, the former Yugoslav Republic of Macedonia, Timor-Leste, Turkey, Ukraine, United Republic of Tanzania, Uruguay, Venezuela, Yugoslavia, Zambia and Zimbabwe. Input was also received from UNICEF regional offices, Innocenti Research Centre and the UNICEF Office for Japan.

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Umuhoza, age 12
'Through the Eyes of Children'/The Rwanda Project

THE STATE OF THE WORLD'S CHILDREN 2003

Carol Bellamy
Executive Director
United Nations Children's Fund

With photos and artwork by children

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"They brought us their ideas, hopes and dreams."

Kofi A. Annan

FOREWORD

The focus of this year's *The State of the World's Children* – child participation – is intended to remind adults of their obligation to elicit and consider the views of children and young people when decisions are being made that affect their lives.

The report's theme is true to the spirit of the historic General Assembly Special Session on Children, held in May 2002. For the first time, the General Assembly met to discuss exclusively children's issues; and for the first time, large numbers of children were included as official members of delegations, representing governments and non-governmental organizations.

The children's presence transformed the atmosphere of the United Nations. Into our usually measured and diplomatic discussions, they introduced their passions, questions, fears, challenges, enthusiasm and optimism. They brought us their ideas, hopes and dreams. They gave life to the values of the Convention on the Rights of the Child. And they contributed something only they could know: the experience of being young in the 21st century – in a time when HIV/AIDS continues to grow at a devastating rate; in a time when unprecedented wealth coexists with extreme poverty; in a time when the rights of children, while almost universally recognized, are abused systematically and daily throughout the world.

In the outcome document of the Special Session, Governments declared their commitment to changing the world for and **with** children – to build a world fit for children in the 21st century. We will achieve this only if Governments fulfil their promise that the voices of children and young people will be heard loud and clear; if we ensure the full participation of children in the work to build a better future.

KAnnan

Kofi A. Annan
Secretary-General of the United Nations

1

CHILDREN MUST BE HEARD

> *"Adults miss the point. When is a child considered skilful enough to contribute and participate actively? If you do not give them the opportunity to participate, they will not acquire the skills. Give us the chance early and see how we fly."*
>
> 17-year-old Khairul Azri, a Malaysian delegate to the UN Special Session on Children

When 10-year-old Mingyu Liao from China addressed the World Summit on Sustainable Development in Johannesburg, South Africa, in September 2002, she was one of three representatives from the International Children's Conference of the United Nations Environment Programme that had drawn more than 400 children from over 80 countries three months earlier. "We all had plenty to say," the young girl reported, "but the number one thing that all delegates were concerned about is that most leaders don't listen."

Mingyu Liao shared the podium with four other children, Justin Friesen from Canada, Analiz Vergara from Ecuador and Julius Ndlovena and Tiyiselani Manganyi both from the host country, South Africa, as they delivered their challenge. "We are not asking too much! You said this Summit is about taking action! We need more than your applause and comments of 'well done' or 'good speech'. We need ACTION."

The young activists were not to be denied. With their vision for the future, and their passion, they inspired delegates as others had done at the UN Special Session on Children in May 2002. "Think about the children," they pleaded. "What kind of world do you want for them?"

In the end, the children accomplished something that had not been possible through the usual process of adult negotiations around the Summit's final declaration. World leaders acknowledged that they had a responsibility not only to each other but **to children** – as

"In immense space, what is in the eyes of these two little boys? How can we understand what they want to express? Maybe it is their aspiration about having a better future." Nguyen Chau Thuy Trang

© Nguyen Chau Thuy Trang/Viet Nam/Street Vision/PhotoVoice they pledged to free the world from poverty, environmental degradation and patterns of unsustainable development.[1]

In rural villages in southern India, the NGO Myrada organized community children's groups around two issues of social justice: bonded labour, where children are forced into work and to endure frequently harmful working conditions for long periods in order to pay off their parent's debts, and child marriages, where girls as young as 11 years old are forced into marriage and marital roles harmful to their best interests.

Several children's clubs in different communities worked together in respectful dialogue with parents, other adults in the community and local authorities with two objectives: to convince some local landowners and factory owners to free children from servitude, and to convince some parents of girls due to be wedded to rescind their decision to marry off their young daughters. They succeeded at both.

In addition, the Myrada project created a 'community of support' around educational issues, with community leaders and local authorities, parents and elders, young people and children working together to monitor student absenteeism and drop-outs by approaching children and the parents of children who are not in school.

Within school parliaments, children took on tasks in and around school and the community. They elected an 'opposition party' whose responsibility was to monitor the plans, commitments, promises and actions of those students already in office. Through the practice of leadership, children learned that they are accountable and responsible to those who elected them, and that assuming an elected position requires commitment and fulfilment of promises and responsibilities.[2]

These are but two of many examples from different contexts and different cultures that demonstrate that changes can be effected that may not be accomplished otherwise when children and young people are provided with the opportunity to contribute.

Competencies for life

Each generation is faced with new challenges – listening for and to the views of children is one of ours. This year, *The State of the World's Children* focuses on the responsibility of adults to seek out the perspectives and opinions of children and to take them seriously; and on the responsibility of adults to help children and adolescents develop their competencies for authentic and meaningful participation in the world.

In order to do this, adults must develop new competencies of their own. We must learn how to effectively elicit the views of children and young people and to recognize their multiple voices, the various ways children and young people express themselves, and how to interpret their messages – both verbal and non-verbal. What's more, we must ensure that there is opportunity, time and a safe place for the opinions of children and young people to be heard and given due weight. And we must develop our own capabilities to respond appropriately to the messages and opinions of children and young people.

UNICEF's goals with this report are to:

○ Draw public attention to the importance, reason, value and feasibility of young

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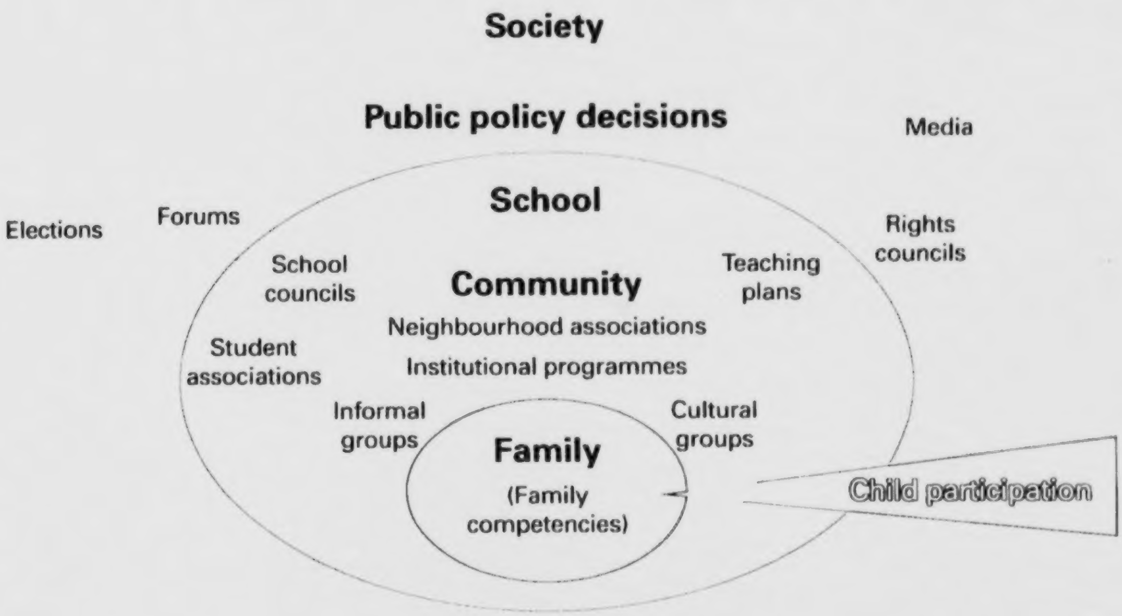
FIGURE 1 CHILDREN'S PARTICIPATION

As children grow and develop, their opportunities for participation expand from private to public spaces, from local to global influence.


Society
Public policy decisions
Media
Elections
Forums
School
Rights councils
School councils
Community
Teaching plans
Neighbourhood associations
Student associations
Institutional programmes
Informal groups
Cultural groups
Family
(Family competencies)
Child participation

Adapted from R. Nimi's powerpoint presentation at UNICEF's Global Lifeskills Workshop in Salvador (Bahia), Brazil, June 2002.

people's active participation in family, school, community and national life;

- Encourage States, civil society organizations and the private sector to promote children's authentic involvement in decisions that affect their lives; and
- Present examples of how the lives of children, families and communities have been changed when children have opportunities to contribute on matters that affect them.
- Spark action that includes children and young people to meet the goals of 'A World Fit for Children' and the Millennium Development Goals (MDGs). As the work on the MDGs moves ahead, improving the lives of children and young people will necessarily be at the heart of every effort; the participation of children and young people will be at the centre of every success.

Participation defined

Participation is a subject with a broad definition and multiple interpretations *(see Panel 2, 'Child participation: Myth and reality', page 16).* In truth, children have always participated in life: in the home, in school, in work, in communities, in wars. Sometimes voluntarily and heroically, sometimes forcibly and exploitatively. Every culture has a child hero in its historical pantheon and fairy tales that tell of children who have made a difference in their worlds.

What has happened is that childhood as a social construct has evolved with changing societies and changing values, and children as a group are gradually coming into their own as people with rights and social actors. But because marginalization is still a fact of life for the vast majority of the world's children, structured efforts to ensure their participation and protect them from exploitation have become essential.

Participation is frequently defined as "the process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by which democracy is built and it is a standard against which democracies should be measured."[3]

Acknowledged as a multifaceted phenomenon, participation may include a wide range of activities that differ in form and style when children are at different ages: seeking information, expressing the desire to learn even at a very young age, forming views, expressing ideas; taking part in activities and processes; being informed and consulted in decision-making; initiating ideas, processes, proposals and projects; analysing situations and making choices; respecting others and being treated with dignity.[4]

The goal for children and young people is not simply to increase their participation but to optimize their opportunities for meaningful participation. It is important to note, however, that no matter how attractive an idea child participation might seem, it is not a 'free good' as is most commonly assumed, nor does it necessarily bring more rationality to any project. It carries both direct and opportunity costs.

Nonetheless, the skills of participation must be learned and practised in light of the medium- and long-term costs to society of **not** facilitating participation: a world of young adults who do not know how to express themselves, negotiate differences, engage in constructive dialogue or assume responsibility for self, family, community and society.

Most importantly, however, child participation is a responsibility and an obligation of all those whose actions are guided by the Convention on the Rights of the Child. Participation, in the context of the Convention, entails the act of encouraging and enabling children to make their views known on the issues that affect them.

Put into practice, participation involves adults listening to children – to all their multiple and varied ways of communicating, ensuring their freedom to express themselves and taking their views into account when coming to decisions that affect them.

The principle that children should be consulted about what affects them often meets with resistance from those who see it as undermining adult authority within the family and society. But listening to the opinions of children does not mean simply endorsing their views. Rather, engaging them in dialogue and exchange allows them to learn constructive ways of influencing the world around them. The social give and take of participation encourages children to assume increasing responsibilities as active, tolerant and democratic citizens in formation.

Authentic participation

Caution is in order as child participation can take various forms of involvement, engagement and commitment and not all child participation is active, social, purposeful, meaningful or constructive. Too often, the participation of children, even when designed by well-meaning adults, amounts to non-participation if children are manipulated, used as decoration or as tokens *(see 'the ladder of participation')*.[5] Too easily, child participation can drift into being 'adult-centric', can be imposed on unwilling children, or be designed in ways inappropriate for a child's age and capacities. In its worst manifestations, child participation can be repressive, exploitative or abusive.

In contrast, authentic child participation must start from children and young people themselves, on their own terms, within their own realities and in pursuit of their own visions, dreams, hopes and concerns. Children need information, support and favourable conditions in order to participate appropriately and in a way that enhances their dignity and self-esteem.

Given the proper space, authentic participation is about valuing people – children – within a context of others and in relationship to others and the world.

Whether a child effectively participates in the world depends on several conditions including the child's evolving capabilities, the openness of parents and other adults to dialogue and to learn from children, and safe spaces in the family, community and society that allow such dialogue. It also depends on the given sociocultural, economic and political context.

Most of all, authentic and meaningful participation requires a radical shift in adult thinking and behaviour – from an exclusionary to an inclusionary approach to children and their capabilities – from a world defined solely by adults to one in which children contribute to building the kind of world they want to live in.

> *"If you think children can't make a difference, you are very wrong. Who else can describe all the world's harm if not children? Children should be heard, and their ideas and opinions should be listened to. Maybe then the leaders of the world would think about all the harm that they are doing to the world and maybe just try to help all the children in the world."*
>
> 16-year-old Urska Korosec, Slovenia
> Voices of Youth website
> 24 March 2002

Most of the photographs and drawings in this issue of *The State of the World's Children* were created by children and are included as part of an ongoing commitment to learn about the lives of children by listening to their 'voices' – in whatever voice they are most comfortable using.

PANEL
1

WHAT CHILDREN SEE, THEY SHOW

Not only do children see the world differently than adults do, their abilities to share their observations differ with age. Where words and phrases might come relatively easily for adults or older children (who, after all, have had years of practice), cameras or crayons are often the most expressive media for younger children. As explained by 17-year-old Nguyen Chau Thuy Trang from Viet Nam, "There are some things we cannot say with words, some emotions are better expressed through pictures."[1]

In Rwanda, for example, where nearly 1 million people were murdered during the 1994 genocide, the 13 children at right (from top left) Frederick, Gasore, Bakunzi, Dusingizimana, Uwamahoro, Imanizabayo, Ingabire, Elizabeth, Twagira, Jacqueline, Umuhoza, Gadi and Musa, learn the art of chronicling their daily lives in a series of workshops that are conducted as part of 'Through the Eyes of Children'/The Rwanda Project. Photos like the one on the cover, at right, and on page 68, are all part of their growing portfolio as they tell us about the country they see.

Paintings and dreams

Drawing provides younger children the opportunity to 'speak', and in programmes throughout the world children are asked to tell what the world looks like to them. At the UN Special Session on Children, the voices of nearly 34,000 children from more than 125 countries were heard through their paintings. Prominently displayed just inside the doorways of the visitors' entrance at the UN Secretariat, the 'Amazed World' exhibit is a project sponsored by the Government of the Republic of Korea, UNICEF, the Korea Foundation and the Korean Committee for UNICEF, which encouraged children to express their dreams and views through painting *(see drawings, page 18).*

Photos and reality

Through the process of learning photography, young people can develop and broaden their confidence and self-esteem as they acquire vocational skills and a new perspective on their lives. "When I take photographs I

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Dusingizimana/'Through the Eyes of Children'/The Rwanda Project/2002

hope to have happiness…when I pass through the city I have hope that maybe one day my country will look like this," says 15-year-old Onesmus, a refugee living in London.[2]

In various projects around the world, the voices of children and young people are being heard through their photos. More than 500 children and young people from 45 countries, for example, captured images of their lives on camera as part of 'Imagine – your photos will open my eyes', a joint youth photography project of the German Agency for Technical Cooperation (GTZ) and Philipp Abresch, a journalist in Berlin. Transcending language barriers, 'Imagine' builds bridges between children and adolescents and between generations and cultures. 'Imagine' also creates opportunities for children to communicate about the photographs and the issues they represent via worldwide Internet chat rooms, a catalogue, postcards and online exhibitions *(see photos, pages 17, 26, 41, 42, 52).*

Similarly, PhotoVoice, based in London, gives voice to marginalized groups within society, such as refugee children and children living on the streets. The organization raises awareness of their lives while helping the children generate an income through their newfound skills *(see photo, Chapter 1).* In Mound Bayou, a predominantly African-American town, and in the surrounding areas of the Mississippi Delta in the United States, photography is part of the Kemetic Institute's mission to help prepare children to become productive citizens. It does so by creating an environment that challenges, guides and motivates young people to explore their talents *(see photos, pages 25, 54).* And in 'Right to Know', a joint initiative of the UN, UNICEF and NGOs designed to enable adolescents make informed decisions and take positive action for a healthy life, teenagers take pictures to communicate what is important in their lives to their peers and adults. The photos will be used in a global communications strategy to provide information about HIV/AIDS to adolescents in 13 pilot countries *(see photos, pages 20, 51).*

Carry on

Palestinian children have a unique opportunity to express themselves creatively and share their work with their peers around the world through Save the Children UK's 'Eye to Eye' project *(see photo, page 8).* The children's photos are shared online. Inspired by the photographs, 14-year-old Kim and 15-year-old Daventry from the United Kingdom wrote in an online message board, "We would like to say how touched we felt by looking at pictures of people our own age in totally different situations to us…but you still are able to be happy and positive and optimistic about your way of life. You have made us understand how lucky we really are. Keep busy by playing sport… FOOTBALL…WE LOVE FOOTBALL! Carry on smiling."

---

1 *On the Record for Children,* 10 May 2002, see photo p. 1.

2 From the PhotoVoice Exhibition, 'Transparency: Living without borders', London, 2002.

2

WHY PARTICIPATION, WHY NOW?

In a world in which so many adults are denied the opportunity to participate fully in society – women, for example – isn't encouraging participation for children a step too far? At a time when 150 million children in developing countries are still malnourished, when there are still 120 million primary-school-age children out of school, when 6,000 young people become infected with HIV each day, when children are suffering in war or working in hazardous conditions, why is it so vital to listen to the voices and opinions of children?

Because promoting meaningful and quality participation of children and adolescents is essential to ensuring their growth and development. A child whose active engagement with the world has been encouraged from the outset will be a child with the competencies to develop through early childhood, respond to educational opportunities and move into adolescence with confidence, assertiveness and the capacities to contribute to democratic dialogue and practices within the home, school, community and country.

Because children have proved that when they are involved, they can make a difference in the world around them. They have ideas, experience and insights that enrich adult' understanding and make a positive contribution to adult actions.

Because when, at the close of the Special Session on Children in May 2002, the United Nations General Assembly pledged to build "a world fit for children," world leaders declared their commitment to change the world not only **for** children, but **with** their participation.[6]

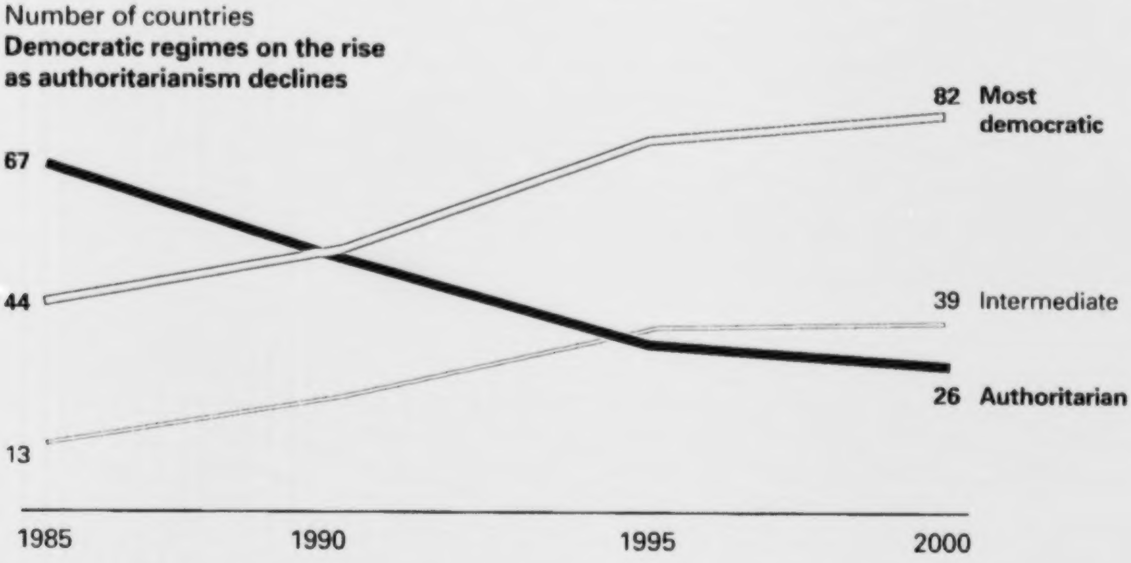
Because building democracy is an issue of great importance to international peace and development.[7] The values of democracy, such as respect for the rights and dignity of all people, for their diversity and their right to participate in the decisions that affect them, are first and best learned in childhood. Authentic, meaningful participation prepares children for their stake in the future. With all the understanding it brings to the children involved, participation is a keystone for

"My name is Heba. I want to be a doctor ... God willing."

From photographs by young Palestinians showing parts of life in refugee camps in Lebanon and in the Occupied Palestinian Territory.

Courtesy of Save the Children UK, April 2001

FIGURE 2 THE WORLD IS BECOMING MORE DEMOCRATIC



Source: Polity IV 2002 as cited in UNDP's *Human Development Report 2002.*

cohesive societies, which, in turn, are the keystone for peace in the world.

Because we have no choice but to pay attention now. The drive to participate is innate in every human being, ready to be developed in every newborn baby, ready to be influenced in every one of the 2 billion children in the world today.

When the drive is neither respected nor nurtured, when children are excluded or ignored by adults, their potential to contribute to their communities is compromised. Such children are likely to act as they have been treated – i.e., as social outcasts – with their energies and creativity directed into subcultures and away from creating a cohesive society.

It is not **if** children participate, but **how** they participate, that is a critical issue now, when so many millions of children are hungry, diseased or exploited. It is the quality of their interactions and the interactions of all children with their social environment that is ours to improve now.

A quiet revolution

Over the last two decades, adults, parents, teachers, leaders, decision makers, authorities, sectors of civil society and governments at all levels were called upon to assume their shared responsibility for the rights of children to survival, development, protection and participation. And much has been learned over the years: that work with families, parents, communities and local authorities can create the conditions and context for development; that it is those people affected by policies who should be involved in their design, implementation and evaluation; and that there are human costs to discrimination and exclusion. Millions of dollars in development aid and thousands of projects worldwide have shown the need to listen to and learn from the voices and realities of people.

Until recently, these lessons have not been applied to working with children and young people. Adults and organizations have often failed to see children and young people as resources, subjects with rights and people with dignity who have the right to be heard and taken into account in decisions that affect them.

At the same time, another quiet and respectful revolution has been under way. Children and young people have shown their willingness, energy, insights and contributions in making the world more fit. Across diverse countries, cultural and religious traditions, political contexts, castes and classes, children who were given the space and opportunity to participate in appropriate ways, more often than not, acted responsibly and effectively.

Democracy begins with children

Faced with the spectre and reality of terrorism, with extreme and degrading levels of poverty throughout the world and a widespread sense of disenfranchisement, world leaders have acknowledged the need to 'deepen democracy' – to foster democracy that is more inclusive and responsive.[8] This need and a commitment to do something about the democratic condition around the world were evident when the Member States of the United Nations declared in the Millennium Declaration that they would "... spare no effort to promote democracy and strengthen the rule of law, as well as respect for all internationally recognized human rights

MILLENNIUM DEVELOPMENT GOALS

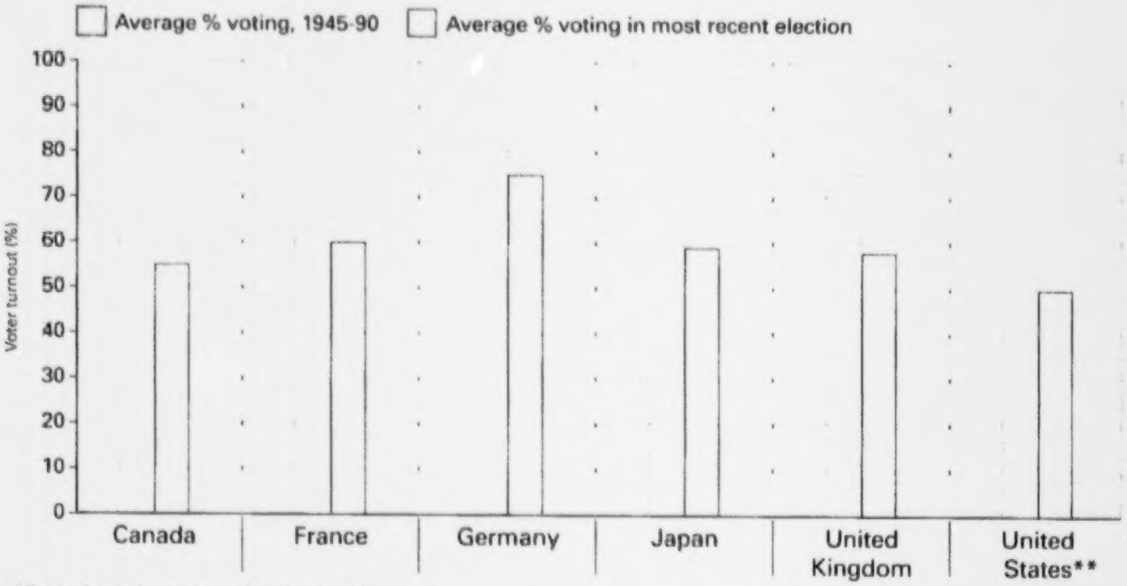
By 2015 United Nations Member States have pledged to:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development.

PRIORITY AREAS FOR ACTION IN 'A WORLD FIT FOR CHILDREN'

1. Promoting healthy lives
2. Providing quality education
3. Protecting against abuse, exploitation and violence
4. Combating HIV/AIDS.

FIGURE 3 DECLINE IN VOTER TURNOUT IN G7 COUNTRIES*



*Excluding Italy where voting is compulsory.
**Presidential elections; turnout in congressional elections is even lower.

Source: Compiled from election statistics assembled by the International Institute for Democracy and Electoral Assistance.

and fundamental freedoms, including the right to development."[9]

As part of their development efforts, the UN Member States pledged to meet eight goals by the year 2015, six of which are directly related to children *(see 'Millennium Development Goals', page 11)*. These eight goals, in turn, are closely linked to the major commitments made at the Special Session on Children in 2002, i.e., that all governments would work to promote and protect the rights of every child; and that, through national actions and international cooperation, they would promote healthy lives, provide quality education, protect children against abuse, exploitation and violence, and combat HIV/AIDS *(see 'A World Fit for Children', page 11)*.

What's evident is that if children's rights and well-being are not addressed by governments, national agencies and their various international partners, development goals will never be met. And if neither the Millennium Development Goals nor the commitments made at the Special Session on Children are held to, poverty will surely persist and democracy will surely wither.

There are resources to meet the challenges of the Convention on the Rights of the Child and the promises and goals embodied in the Millennium Declaration and 'A World Fit for Children' in the voices, insights, experiences, capacities and energy of children and young people themselves. This does not mean the adults, governments and civil society of the world can abandon their responsibilities or pass the burden on to children. But it does mean a new partnership between adults and children and young people, seeking their opinions and taking them into account – in the family, in the community, in the school, in our organizations and in society.

The needs of democracy

Today, a far greater number of the world's countries are at least nominally democratic than was the case 20 years ago, and a majority of the world's people now have a vote that will contribute to the formation or influence of their national government. And currently 140 of the world's countries hold multi-party elections, more than at any time in history.[10] But, the health of these democracies is a concern across both industrialized and developing countries.

First, young people's disenchantment with the democratic process causes perhaps the greatest concern of all. In some regions of the world, fewer than half of the children polled saw voting as an effective way to improve their country and as many as one third reported that they distrust their government *(see Panel 6, 'We asked them to speak', page 50).*

In this situation, the opinions of young people of the world seem remarkably similar to those of adults: the Gallup International Millennium Survey of 57,000 people in 60 countries showed that only 1 in 10 believed that their government responded to the people's will.[11] Even industrialized countries relatively secure in their perception of themselves as mature democracies are afflicted by the increasing disenchantment of voters with politicians and the political system as a whole. The percentage of people of voting age who actually cast their ballot has been steadily declining during the 1990s in most Western countries *(see Figure 3, page 12).*

If children's rights and well-being are not addressed.... And if the MDGs are not met, poverty will surely persist and democracy surely wither.

And the disenchantment of people in developing countries with domestic politics and with the international political process causes even greater concern. "Increasingly, the leading global powers may recognize that a widespread sense of exclusion and powerlessness in developing countries can threaten economic growth and security in industrial countries as well as developing."[12]

The hope for democracy

Developing democracy is not simply a matter of holding multi-party elections. Promoting democratic citizenship and understanding, "... requires a deeper process of political development to embed democratic values and culture in all parts of society – a process never formally completed."[13] It is a process that begins in early childhood and means "... expanding capabilities such as education, to enable people to play a more effective role in [democratic] politics, and fostering the development of civil-society groups and other informal institutions."[14] Thus, the place to start to build democracy is with children – from what they learn in the process of their growth and development.

The exercise of agency and responsible citizenship is not something that is suddenly given at

18 years of age. Children, like adults, gain their self-esteem through positive and active engagement with the world. A sense of respect and responsibility for self and others is a value that is lived from the early moments of life and experienced constantly in interaction with the world.

The hope for democracy lies in the children who have been prepared to succeed in school throughout their early childhood and whose opinions and perspectives are valued in their families, school community and in society, who have learned about the diversity of human experience and the value of discussion, and who have had multiple opportunities to acquire and develop their competencies. Such children enhance civil society both in the present, as children, and in the future, as adults.

Democracy is something children learn as they develop from infancy through adolescence. When children, who are far more capable than is generally recognized, are provided the opportunities throughout their childhoods to develop the skills and competencies of participation, they also learn what they need to be effective members of a democratic society. A child whose active engagement with the world has been encouraged from the outset will be a child and citizen of the world who is more likely to value his or her own opinion and beliefs, and the opinions and beliefs of others.

Where we see instances of authentic child participation in the family, school, community and society, we hear children and young people tell us that they are more confident in themselves, more aware of their community and its problems, more committed to serving and working with others and more optimistic about the future and their role in it.

We also hear parents tell us that their children are more responsible in the house, that they get up earlier, are better students, are more communicative and respectful, and more concerned about the world.

Teachers tell us that they are impressed by the way students are more attentive and serious about their studies and more eager to help other students in tutoring and improving their education.

Through participation and engagement at early ages in issues that concern them – far from promoting anarchy or disrespect for authority, or undermining parental authority – we see a generation of young people who are more respectful and concerned about their rights and the rights of others.

We see a generation much better prepared and capable of addressing the problems, inequities and injustices that they have inherited. We see children and young people ready to advance the democratic principles that world leaders have embraced.

> "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

Article 12 of the Convention on the Rights of the Child

"You can see a man repairing a bicycle...on the street, nearby my house," Yu Pei, 10, of China says of his photograph. "The photograph is showing a very common possibility for work."

PANEL
2

CHILD PARTICIPATION: MYTH AND REALITY

Myth: Child participation means choosing one child to represent children's perspectives and opinions in an adult forum.

Reality: Children are not a homogeneous group, and no one child can be expected to represent the interests of their peers of different ages, races, ethnicities and gender. Children need forums of their own in which they can build skills, identify their priorities, communicate in their own way and learn from their peers. In this way, children are better able to make their own choices as to who should represent their interests and in which ways they would like their viewpoints presented.

Myth: Child participation involves adults handing over all their power to children who are not ready to handle it.

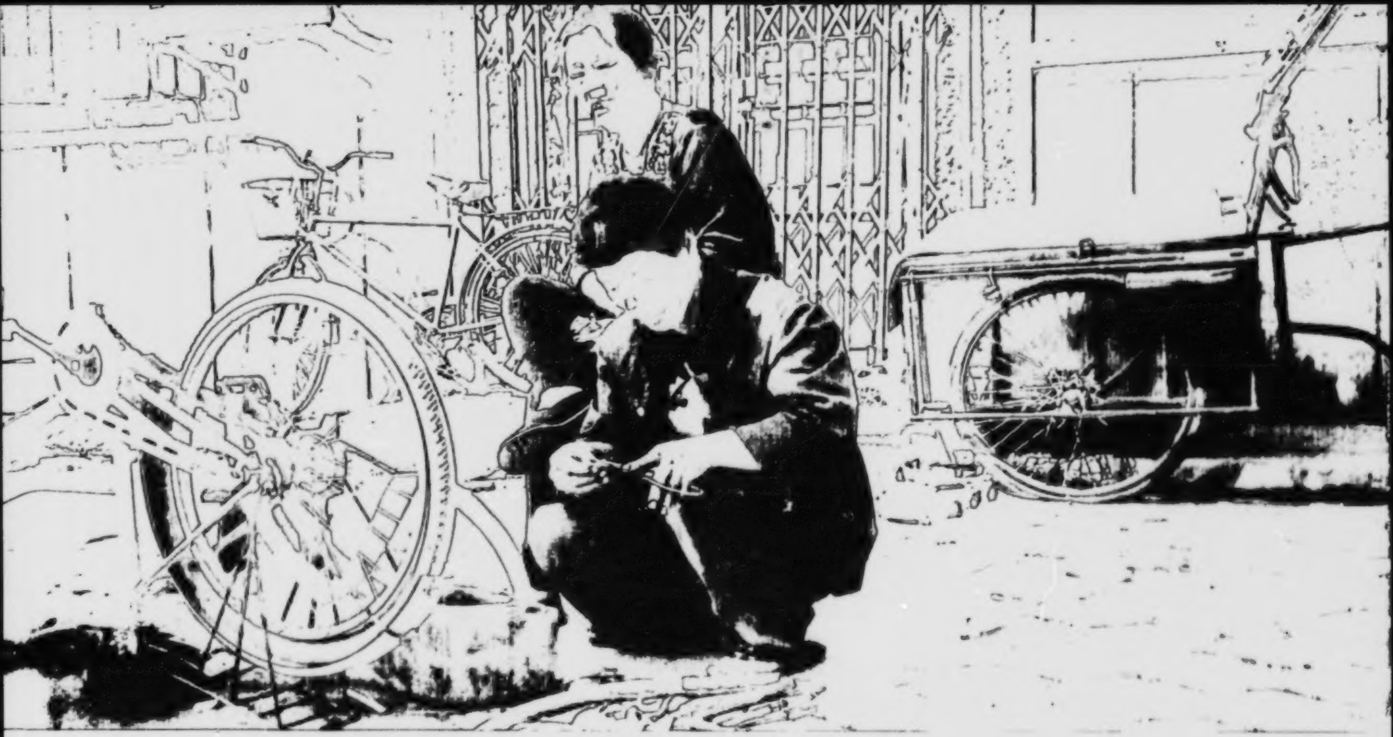
Reality: Participation does **not** mean that adults simply surrender all decision-making power to children. The Convention on the Rights of the Child (CRC) is clear that children should be given more responsibility – according to their "evolving capacities" as they develop. In many cases adults still make the final decision, based on the "best interests" of the child – but with the CRC in mind, it should be a decision informed by the views of the child. As children grow older, parents are to allow them more responsibility in making decisions that affect them – even those that may be controversial, such as custody matters following a divorce.

Myth: Children should be children, and not be forced to take on responsibilities that should be given to adults.

Reality: Children should certainly be allowed to be children, and to receive all the protection necessary to safeguard their healthy development. And no children should be forced to take on responsibilities for which they are not ready. But children's healthy development also depends upon being allowed to engage with the world, making more independent decisions and assuming more responsibility as they become more capable. Children who encounter barriers to their participation may become frustrated or even apathetic; 18-year-olds without the experience of participation will be poorly equipped to deal with the responsibilities of democratic citizenship.

Myth: Child participation is merely a sham. A few children, usually from an elite group, are selected to speak to powerful adults who then proceed to ignore what the children have said while claiming credit for 'listening' to kids.

Reality: Children's participation, in many instances, has proven to be very effective. Rather than setting up an ineffectual system, it is up to all of us to devise meaningful forms of children's participation that benefit them and, in turn, society as a whole.



Myth: Child participation actually only involves adolescents, who are on the verge of adulthood anyway.

Reality: The public, political face of children's participation is more likely to be that of an adolescent than a 6-year-old, but it is essential to consult children of all ages about the issues that affect them. This means participation within schools and families, when decisions about matters there are being discussed. At every age children are capable of more than they are routinely given credit for – and will usually rise to the challenges set before them if adults support their efforts.

Myth: No country in the world consults children on all the issues that affect them and no country is likely to do so soon.

Reality: That's partly true. However, all countries that have ratified the Convention on the Rights of the Child have committed themselves to ensuring participation rights for children, e.g., the rights to freely express their views on matters that affect them and to freedom of thought, conscience, religion, association and peaceful assembly. And almost every country can now show significant advances in setting systems and policies in place to allow children to exercise these rights.

Myth: Children may be consulted as a matter of form but their views never change anything.

Reality: Where children's views are sensitively solicited and sincerely understood, they often change a great deal: they may reveal things that adults would never have grasped independently, they can profoundly change policies or programmes and in some cases protect children from future harm. The consultation of even very young children can produce remarkable results. The problem is that such careful consultation of children remains rare.

Myth: Children's refusal to participate negates their rights.

Reality: Actually, resistance itself can be an important part of participation. Whether in the give and take of the home, in the refusal to accept punishment at school, or in one's attitude towards civic engagement in the community, resistance can signal a child's or adolescent's opinion about an issue or feeling about the terms of their involvement. Adults should recognize resistance as a form of communication and respond to it through understanding, dialogue and negotiation, rather than by trying to prevent it through force or persuasion. In no situation should children be forced to participate.

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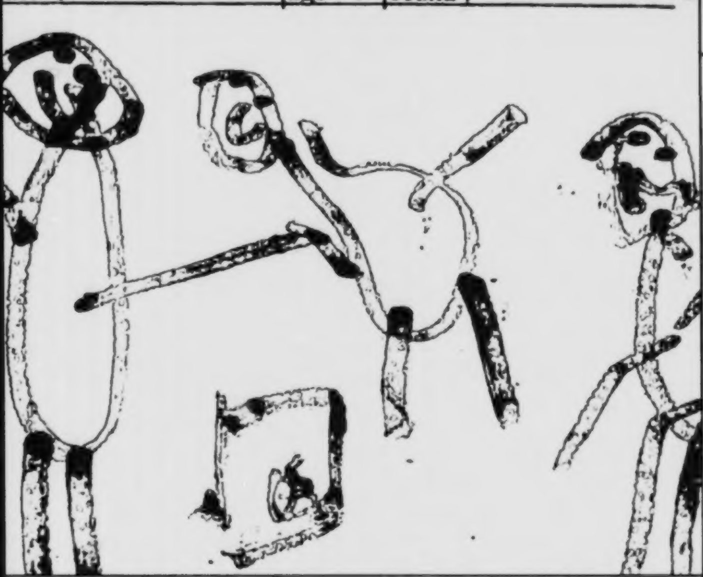

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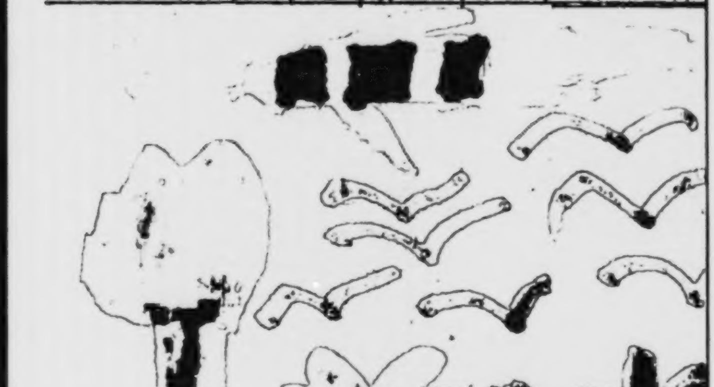


3

ENGAGING LIFE

Participation not only looks different at different ages but is different. Encouraging child participation entails listening not just to the oldest, brightest and most articulate children, but to children of all ages and capacities. Children participate in life from the first and their competency to express their needs and frustrations, their dreams and aspirations, changes with age, growing more complex throughout childhood and into adulthood. Although the participation of the very youngest child differs dramatically from that of the young adult, there is a continuum of evolving capacities that can be traced from an infant's first movements to an adolescent's political actions.

Every child's development is unique. Their environment, including their social class and economic conditions, cultural norms as well as local or family traditions and expectations, influences how children grow and learn. A child's competency reflects the opportunities for participation – or the lack of them – that they have had in earlier stages of life. In both a negative and positive sense, each phase of childhood builds on the one before.

The best possible start

Babies communicate through non-verbal movements and facial expressions. Not only can they make their wishes known, but they can also 'talk' to their caregivers by imitating their actions. In the last 20 years, researchers have reconsidered the once-dominant belief that babies in the earliest months of life are incapable of imitating: in controlled laboratory conditions newborn babies only a few hours old have reproduced a wide range of gestures.[15] Each gesture is itself a cue to parents and other caregivers who, in responding, reinforce and broaden the child's repertoire.

In increasing numbers, parents are recognizing that interaction with their baby is a two-way street. A baby's smile is an instant cue eliciting

Drawings by children aged 4 to 8 featured in the 'Amazed World' exhibition by Ik-Joong Kang, except bottom right corner, which is by Julio da Silva, age 6, featured in 'Tuir Labarik Sira Nia Haree' or 'Through the Eyes of the Children', a UNICEF publication of drawings and reflections by children of Timor-Leste (East Timor).

a sympathetic response from an adult, but there are many additional opportunities for communication and engagement between adults and young infants. The single most important factor in a child's psychosocial development is to have at least one strong relationship with a caring adult.[16] If parents and caregivers follow an infant's lead in the first year of life (as when establishing breastfeeding), the mutual exchange contributes to the child's healthy attachment.

The effectiveness of children's participation in life and society in later years depends upon the participation encouraged at the start. Children rely for their healthy growth and development on three key elements: health, good nutrition and care – with 'care' including protection and a loving, responsive and stimulating environment.[17] The responsiveness of a parent or caregiver is important, for example, in the intellectual and language development of children. It can improve children's nutritional status: even when malnourished children are fed, those who have been given verbal and cognitive stimulation have higher growth rates than those who have not.[18]

The more interactive and participative the relationship between the young child and her caregiver, the more sound the development of the child is likely to be – and the more productive the eventual outcomes for society as a whole. Because the majority of pre-school age children in both rich and poor societies are cared for within their own home and family, it is essential to reach out to parents, offering support where needed and information about the developmental needs of early childhood and how best to respond to them.

Of concern

When the process of developing healthy attachments is disrupted by abuse, neglect or by repeated changes in caregivers, the results can include, among other things, a child's lack of trust of adults in authority, an inability to give and receive affection and a failure to develop empathy, a conscience or compassion for others.[19] These negative consequences are more likely to emerge in institutional settings: children who grew up in institutions are consistently overrepresented in both the penal system and the homeless population.[20]

Such predictable negative results are behind the great concerns about the growing numbers of young children being orphaned by AIDS.

Ivan Blazev/Right to Know Initiative/United Nations, 2002

This concern is especially acute in 10 countries in sub-Saharan Africa, where more that 15 per cent of all children under 15 years are orphaned – Botswana, Burundi, Central African Republic, Lesotho, Malawi, Mozambique, Rwanda, Swaziland, Zambia and Zimbabwe. The numbers of orphans are expected to increase and it is estimated that by 2010 over 20 per cent of all children under 15 in four countries – Botswana, Lesotho, Swaziland and Zimbabwe – will be orphans.[21]

Increasing a child's opportunities to participate

The responsibility to ensure children the best possible start in life by expanding and enhancing the ways they participate is shared by families, local governments, civil society and the private sector. National governments must provide the policy and institutional frameworks – and the leadership – that support local initiatives.

The Parent Effectiveness Service programme in the Philippines is one example of an approach that teaches families how to listen to and understand what their child is trying to communicate. Parents learn, for example, the importance of reading stories to their children or of watching an educational television programme with them. The programme has improved children's nutrition and reduced both child abuse and excessive punishment by parents. In Turkey, the Better Parenting Initiative, now in operation in all regions of the country, uses videos and group discussions to help parents better understand what children need and what they can do to improve their children's environment. Evaluations have demonstrated the effectiveness of these approaches in improving children's development and education.

In Latin America, as in many early learning centres around the world, children's participation is being recognized as a critical aspect of a good curriculum and necessary for a quality learning experience. In the past, children were viewed as passive learners, as recipients and as the object of education; but now they are increasingly seen as agents of their own learning, creators of their curriculum and developers of their possibilities.[22]

The increased participation of children in their own learning has been shown to have impacts on their schooling performance. In Cuba, for example, UNICEF has worked successfully with the Government to support a national early childhood programme called Educa a tu hijo (Educate your child), which expands the young child's participation outside the family by providing community-based services to more than 600,000 children in the 0-6 age group, including more than 440,000 young girls and their families. With over 14,000 promoters and more than 60,000 volunteers, the programme reaches out to future mothers and fathers as well as to families with young children. Families receive information and counselling about healthy pregnancies and young children's developmental needs during visits with doctors and nurses or, after the child's birth, during regular home visits, group outings or classes and family discussions.

The programme makes a special effort to reach children from rural and remote areas and to engage families and communities in the responsibilities of early childhood. Cuba's long-standing national system of early childhood and pre-school education programmes had reached 98.3 per cent of 0- to 6-year-old children by the end of 2000. This system has had measurable success in increasing the developmental and educational achievements of Cuba's children. A recent study showed that Cuban children score significantly higher in mathematics and Spanish than their counterparts in other Latin American countries.[23]

And in Nigeria, it took older children playing proactive roles within their community to ensure that thousands of infants were immunized, one of the conditions for ensuring the best possible start in life. In Afugiri, a densely populated peri-urban community in Umuahia, Abia state, where schoolchildren were involved in a baby tracking exercise, health workers and UNICEF staff were able to achieve and sustain a very high rate of immunization.

Before the project began in 2000, the Afugiri community, comprising an estimated 25,000 people, was barely using well-equipped and easily accessible primary health care facilities at the local centre. In one 11-month period, for instance, an average of only six to eight infants were being immunized every month out of a population of 1,000 children aged between 0 and 11 months. An average of five to seven women attended antenatal care services monthly and only six children were delivered there in eight months.

But then, the 10- to 16-year-old students of the child rights club at Williams Memorial Secondary School took it upon themselves to do something about the abysmal rates of immunization in their community and the entire Abia state. They organized health discussions on immunization, HIV/AIDS, oral rehydration therapy, exclusive breastfeeding and child rights issues. They mobilized women to bring their children for immunization and enthusiastically took up the challenge of tracking babies and tracing immunization defaulters, after being trained in one and a half-day workshops conducted by UNICEF field officers and state health ministry officials.

These 10- to 16-year-old students went from house to house identifying eligible young children. Tracking slips were filled out and handed to parents and older children who were asked to bring the eligible children to the primary health care centre. The results were spectacular: an average of 328 infants were immunized in each of eight months compared with 8 children a month before the project began.

What's more, health workers engaged the mothers who brought their children in to be immunized in a range of maternal and child health activities. Mothers were educated on safe motherhood, prevention and home management of common illnesses with emphasis on diarrhoea; oral rehydration salts were distributed; children were weighed and charted on the growth monitoring cards; and exclusive breastfeeding was taught and demonstrated as was complementary feeding and diet diversification.

These additional services attracted even more women to the facility. Monthly attendance rose from less than 5 to 7 women before the project began to over 300 women. Deliveries at the centre rose from less than 6 a month to just under 15.

Not satisfied with merely making mothers bring their children to receive their first immunization, many schoolchildren followed up several cases, ensuring that children received three doses of the DPT vaccine. The extraordinary success achieved through the active participation of children in the mobilization exercise has sparked interest in several other states that now plan to copy it.[24]

"You don't have to be old to be wise."

Yoruba proverb

Capturing the warmth of a family at home in the southern United States, 12-year-old Deidra Robinson gets two young children to pose for the camera.

PANEL

3

A CHILD'S 'RIGHT' TO PARTICIPATE

The Convention on the Rights of the Child does not explicitly set forth children's right to participate – except as a goal for children with disabilities (article 23). There is, however, a 'cluster of participation articles' that, when interpreted together, provide the argument for the child's right to participate.

Article 5. States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 9. (2.) In any proceedings pursuant to paragraph 1 [which speaks to the separation of a child from their parents] of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

Article 12. (1.) States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
(2.) For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13. (1.) The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 14. (1.) States Parties shall respect the right of the child to freedom of thought, conscience and religion.
(2.) States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

Article 15. (1.) States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

Article 16. (1.) No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
(2.) The child has the right to the protection of the law against such interference or attacks.

Dedra Robinson/Kemetic Institute/United States/2002

Article 17. States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health....

Article 21. States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:
(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary.

Article 22. (1.) States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

Article 23. (1.) States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

Article 29. (1.) States Parties agree that the education of the child shall be directed to:
(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
(e) The development of respect for the natural environment.

4

ACTIVE LEARNING

Schools are among the places where children learn key skills and gain knowledge about the world, and where they are 'socialized', made aware of society's future expectations of them as citizens. Often this has involved the enforcing of blind obedience and deference. But increasingly schools are places for socialization of a different kind, where children are enabled to think critically, where they learn about their rights and responsibilities and where they actively prepare for their role as citizens.

Children supporting girls' education

Development organizations of every size have long agreed about the cost-effectiveness of investing in girls' education and about the urgent necessity of doing so, especially in sub-Saharan Africa and South Asia, where there are more than 50 million primary-school-age girls out of school.[25]

But when the Girls' Education Movement (GEM) was launched in Uganda in August 2001, it differed from past efforts in that African children and adolescents themselves – boys as well as girls – took the lead, making use of the adults' expertise and advice whenever necessary and investing the movement with their own fervour and optimism.

Children's participation was educational in itself: the young Kenyans and Ugandans who were involved in GEM at the start, including some with disabilities, had been trained in creative facilitation methods. This enabled them to hold similar workshops in South Africa and Zambia to spread the word, in the lead-up to the Children and Young People's Parliament in Kampala. *"This conference was a turning point for so many young girls who could not say a word in the beginning,"* said Caroline, a Ugandan student volunteer. *"We were empowered with assertiveness and confidence and we began to think positively about our abilities."*[26]

GEM is not unique in recruiting boys to the cause of girls' education. In the province of

A girl practising at a dance class in Kurgan, Russian Federation, caught the attention of Michail Garmasch, the 16-year-old photographer.

Russian Federation/"Imagine - your photos will open my eyes"/GTZ/2002

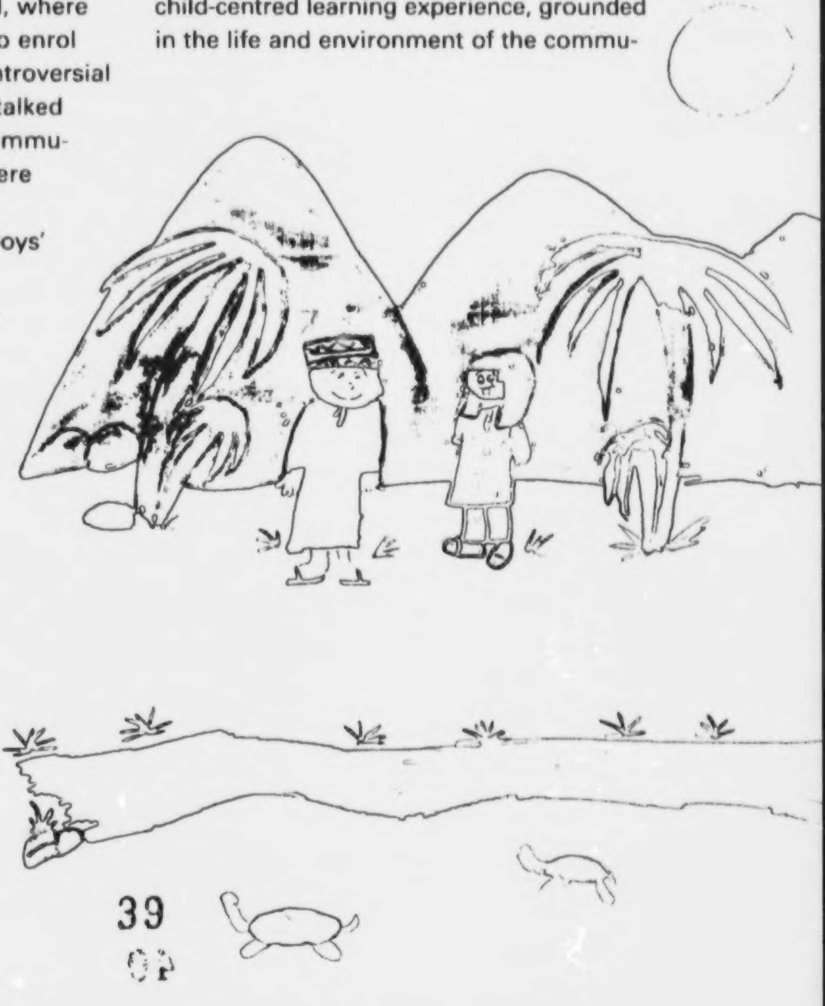
Baluchistan, Pakistan, where the female literacy rate is 2 per cent, the local UNICEF office had already worked with the highly motivated boy scout movement on campaigns on iodizing salt and immunizing against polio. But in 2000, extending this to the promotion of primary education for girls broke new ground: never before in the region had boys participated in promoting the rights of girls. The project was named Brothers Join Meena, referring to a well-established UNICEF cartoon character, Meena, the girl child.

The scouts, including 12-year-old Jehanzeb Khan who took part in the UN General Assembly Special Session on Children as a spokesperson for the project, went door-to-door surveying girls' school attendance and, where necessary, trying to convince fathers to enrol their daughters. Partly to offset the controversial impact of the subject, the scouts also talked about other important issues such as immunization and constructing latrines. Where villages had no existing girls' primary school, the scouts would convince the boys' school to admit girls; where the long walk to school presented dangers, the scouts would offer to escort the girls.

The first year's results were encouraging: each targeted school enrolled 10 to 15 new girls, amounting to around 2,500 overall. In the village of Killi Abdul Rasaq, where the scouts were particularly strong, the results were even better: 80 new girls joined the village school. "We used to say that educating a girl is like watering a neighbour's plants," admits Abdul Malam, the village *malik* or tribal leader. "But the boy scouts have changed our minds. Now we want our daughters to be teachers or doctors or anything else."[27]

Schools and democratic ideals

Genuinely child-friendly schools, although promoted and increasingly implemented in some regions and countries of the world, are still relatively rare. UNICEF continues to campaign for classroom methods that maximize children's participation, which encourage active learning rather than the passive reception of facts and received wisdom. Experience indicates a child-centred learning experience, grounded in the life and environment of the commu-



"We have the right to nature" *by Tohfa Mohammed Al-Wardy, age 9, Tahjeez Al-Elmi Private School.*

'Children of Oman draw their rights'/UNICEF Oman and Ministry of Social Affairs, Labor and Vocational Training, Oman.

39

nity, will also be one that encourages girls' enrolment and continuation in school.

The Escuela Nueva schools in Latin America, for example, are based on multi-age groups in which children's rights and democratic involvement are paramount. A recent study of 25 schools in two of the most violent areas in Colombia supports the argument that cooperation, coexistence and peaceful solution of conflict can be taught. Through interviews with parents, graduates, teachers and school principals, the study found that the 15 schools using the escuela nueva methodology had a direct and significant impact on the participation and democratic behaviour of its graduates within the community, and on the voting patterns of parents. What's more, the study identified the support of local organizations and civil society as factors in the success of the model, with a volunteer movement playing an important leadership role. The framework of the Escuela Nueva model is evolving continuously, the study concluded, due to the creativity of teachers, student governments, parents and communities that understand the potential of change.[28]

The original Escuela Nueva model in rural Colombia has been so successful and so internationally applauded that it has now been adopted by other Latin American countries, such as Honduras. Guatemala has also adopted the model and the new school programme – Nueva Escuela Unitaria Bilingüe Intercultural – covered 210 schools and 23,000 students by the year 2000, just seven years after it began with only 12 schools.

One of the cornerstones of the approach in Guatemala is responding to the rights of children from the indigenous Mayan community which, despite forming half the population, suffers from significant discrimination and marginalization. The teaching and learning are participatory, making full use of Mayan languages and culture. Play and study are creatively combined in 'learning corners', and every school has an elected student government with responsibilities for discipline, learning and cultural activities. Student governments have been responsible for painting school buildings and desks, for building perimeter walls and even for distributing food rations during a famine. The involvement of parents and the wider community is seen as vital.

The new schools' success can partly be measured by an attendance-and-completion rate which, at 93 per cent, is higher than the national average, and also in the high enrolment rate of girls, who actually outnumber boys. These schools also make a significant contribution to the promotion of a culture of peace and democracy in a country still deeply scarred by decades of civil conflict. The Government has recognized the importance of the new schools and plans to roll out the programme to a further 2,000 schools and 120,000 students.[29]

Introduced in Guyana in 1998, the Escuela Nueva approach is already having a significant impact, not least through the operation of student governments in remote schools. Each student government has elected officers as well as committees responsible for discipline, health and sanitation, the library and the garden. On a day-to-day basis, children help during assemblies, clean the school compound, organize fund-raising activities and invite outside speakers. A recent survey by UNICEF indicated that children enjoy the level of participation and responsibility that the student governments allow them – as well as the skills they develop in leadership, public speaking and organization.[30]

Learning through sports

Schools, of course, are not the only arena where a child can learn the values of peace and democracy. Of equal import to the child and to development and peace are play and recreational activities, both of which are a child's right and both of which have enormous potential for changing the lives of children for the better. Programmes in organized sports are assuming a greater role in the work of international organizations, members of the global movement for children, and local NGOs – and in programmes reaching out to girls as well as boys, and to children with disabilities as well as those without *(see Panel 4, 'Girls win big!', page 32).*

The value of sports for a child's physical and mental development has long been acknowledged. And much has been written about the values and social skills that are learned through team sports, for example, conflict resolution, collaboration, understanding one's opponents and how to win and lose with respect for others.

Sports provide youth with their own space, both physically and emotionally. This is especially important for girls who often have fewer opportunities than boys for social interactions outside the home and beyond family networks. In many countries, the kinds of public spaces that are seen as the only legitimate venues for girls and women, for example, markets and health clinics, are those related to their domestic roles as homemakers and mothers. In contrast, as girls begin to participate in sports and as female athletes gain public recognition, they acquire new community affiliations and access to new venues, find mentors for themselves and become mentors to others, and begin to more openly participate in community life. What's more, when the traditional male domain of sports opens up and allows girls and young women to participate, stereotypes of girls and women as ornamental or as weaker than boys – whether physically or emotionally – are broken down.

Now, there is a growing belief that sports have the potential to contribute to achieving the Millennium Development Goals and UN Secretary-General Kofi A. Annan has appointed a task force on Sports for Development, Health and Peace, charged to develop recommendations for using sports as a tool for development.

"We have seen examples of how sport can build self-esteem, leadership skills, community spirit, and bridges across ethnic or communal divides," said the Secretary-General at an Olympic Aid forum. "We have seen how it can channel energies away from aggression or self-destruction, and into learning and self-motivation."[31]

Sports are often used to engage a community in a common project. During the Kosovo crisis in 1999, for example, young people made important contributions to social reconstruction and peace-building through sports. In the six refugee camps near Kukes in Albania, Kosovar Youth Councils were formed, involving about 20,000 young people ranging in age from 15 to 25. With support from UNICEF and the local Albanian Youth Clubs, council members organized sports tournaments and concerts and took an active role in running the camps and keeping them clean and safe. They helped integrate newly arrived families and organized fund-raising for the poorest members of the camp community. Members assisted UN agencies and NGOs in distributing landmine-awareness information and materials on organized recreation and counselling for younger children. The experience of organizing and participating in the Council brought out new leadership and problem-solving skills and many of the members returned to Kosovo to help rebuild their communities.[32]

> “We were empowered with assertiveness and confidence and we began to think positively about our abilities.”

Caroline, Ugandan GEM volunteer
Children and Young People’s Parliament
Kampala

Looking powerful and strong – looking good – girls from the Mathare Youth Sports Association in Kenya compete on the field.

PANEL
4

GIRLS WIN BIG!

Commanding near universal appeal, football has become a common language for millions of people, and the FIFA World Cup is now the most-watched sporting event in history. For the first time ever, because of a strategic alliance between UNICEF and FIFA, the world football governing body, the 2002 World Cup was dedicated to children. June 19 and 20 were designated as 'Say Yes for Children World Football Days' to raise awareness of children's issues through football-related activities. At every game, children wearing UNICEF's 'Say Yes for Children' T-shirts led the players onto the field. Young people were featured in every World Cup event, and an online auction of football memorabilia held during the matches raised money for UNICEF. More than 1 billion people watched the games, putting children's rights front and centre.

Football's appeal is certainly not limited to adults. Even in the most dire circumstances, children around the world play wherever they can – in alleyways, refugee camps and war zones. Article 31 of the Convention on the Rights of the Child recognizes "the right of the child to rest and leisure, to engage in play and recreational activities...." Yet far fewer girls than boys are to be found on the football fields – or on any sports field, for that matter.

Blazing a trail

The team kicking up the red dust on a grassless pitch in Mathare, Kenya, is not a group of boys emulating their superstar heroes but of girls, blazing a trail for female participation in the world's most popular sport. The Mathare shanty town is a collection of ramshackle, mud-walled buildings that sprawls along the steep bank of a garbage-choked river, a few kilometres north-east of Nairobi. Paid work is in short supply – domestic labour in middle-income Nairobi homes, perhaps, or casual labour in the local quarries – and most people depend on selling food or other items on the street. Many women are forced to sell sex to survive. In conditions like these, organized leisure activities are few and far between.

In 1987, the only football played in Mathare was with balls cobbled together out of string and scavenged pieces of plastic. But that year, thanks to an initiative by Canadian development worker Bob Munro, real footballs started to appear as the Mathare Youth Sports Association (MYSA) was formed. From the outset MYSA linked sport with the environment – young people organized themselves not only into football teams and leagues but also into garbage clean-up squads.

MYSA's growth was tremendous, indicating how desperately the programme was needed. Today, MYSA sponsors hundreds of football teams. In addition, it offers educational scholarships, runs an extensive and much-needed HIV/AIDS education programme, a photography project, as well as numerous other community-service initiatives.

Winning the Cup

The first girls' football teams were introduced in 1992 after MYSA boys and managers witnessed girls' matches for the first time during a trip to Norway. Extending opportunities to girls was no simple matter,

UNICEF video/2002

however, requiring the organization to grapple with entrenched traditional attitudes towards gender roles. Gaining parental approval for the girls to participate was infinitely more difficult than it had been for the boys. Many parents felt strongly, for example, that football should not interfere with girls' numerous responsibilities in the home – and both food preparation and care of younger siblings are extremely time-consuming. They also insisted that their daughters be home before dark, aware that safety is a much more serious issue for girls than for boys.

Mothers' reactions to their daughters' participation have generally been positive, and the girls' opportunity to go on tour to Norway to play in the Youth Cup – where the under-14-year-olds won their age championship – has also helped overcome the determined objections of some fathers. "When I started playing for MYSA," says one 15-year-old girl, "my father would say that there is no football for girls and he would beat me up. So whenever I wanted to go and play, my mother would cover up for me by saying that she had sent me somewhere. Then when I went to Norway he started liking it."[1]

Powerful and strong

The struggle to ensure girls their right to play and to enjoy the benefits of participating in team sports is being waged with varying degrees of success around the world. In the United States, the current world champions in women's soccer, the number of girls playing the game in high school increased by 112 per cent in the 1990s,[2] and a professional women's soccer league was established in 2000. US football superstar Brandi Chastain is a role model for millions of girls worldwide. "Football gives girls the ability to be leaders and improves their self-esteem," she says. "They learn that they can be leaders, be powerful and strong and that those are perfectly fine qualities for a woman. They learn to explore themselves through football."

Girls who participate in sports tend to be healthier – emotionally and physically – and less likely to smoke or abuse drugs or alcohol. There may also be a link between decreased incidences of breast cancer and osteoporosis in women who have been physically active throughout their lives. In addition, adolescent girls who take part in sports tend to delay becoming sexually active until later in life.[3] This may in part be because participation in sports encourages adolescent girls to develop a sense of ownership of and strength in their own bodies instead of seeing them simply as a sexual resource for men. "Before playing football I was fearful," said one girl, "now I am not because I am used to mixing with people and I know what is good and what is bad." Through football, offered another young Kenyan player, "I have learned how to have my own principles and not be blown and tossed around by the wind."[4]

1 Brady, Martha, and Arjmand Banu Khan, *Letting Girls Play: The Mathare Youth Sports Association's football program for girls*, Population Council, New York, 2002, p. 14.

2 Women's Sports Foundation, Women's Sports & Fitness Facts & Statistics, p. 11.

3 Sabo, Donald et al., *The Women's Sports Foundation Report: Sport and teen pregnancy*, New York, 1998.

4 Brady and Khan, op. cit.

5

THE SHARPEST EDGE

Adolescents inevitably find themselves at the sharpest edge of a tension between participation and protection that all children face. They are the world's most immediate heirs: the next age group to gain access to the advantages and opportunities of adulthood yet also the group most likely to find itself endangered by the ugliest failures of society.

Recent studies have confirmed what those who work with adolescents know from experience: that adolescents benefit from feeling a strong sense of connection to home and school; that they thrive when they have close relationships, are valued in their community and have opportunities to be useful to others; that they value positive relationships with adults, safe spaces and meaningful opportunities to contribute.[33]

Discovering new competencies

Like millions of other girls around the world, girls between the ages of 11 and 17 in Pakistan, particularly those from low-income families, are widely denied a chance to actively participate in society and in their own self-development. The Girl Child Project has, for the last decade, been tackling this issue by empowering girls within their own families and communities. The project is designed for 500 villages and cities within Pakistan.

Girls attend five-day orientation workshops that raise their social awareness while disseminating practical information about health, hygiene and nutrition of use to their whole family. Those who have received some formal education are given home-school kits, including a blackboard, chalk and wall posters. This enables many of them to set up mini-schools for uneducated girls, thereby not only enhancing their own self-esteem and sometimes generating a small income but also extending empowerment further into the community. Others choose to receive first-aid training or learn other income-generating skills. One of the most successful aspects of the programme is that girls discover their own capacities and new

'Xpression', a meeting organized by UNICEF, YMCA and the Island People in Port of Spain, Trinidad and Tobago, brought together these young people with NGOs from around the world to brainstorm on how to use music, graffiti, hip-hop, fashion and sport to provide young people with skills, services and a supportive environment.

Christine Norton/UNICEF/2002

possibilities in life, and become role models for others, beginning the long, arduous process of breaking down traditional barriers to female participation.[34]

"I wasn't quite like this a few years back," says 20-year-old Sumera Zafar. *"I was actually quite awkward and extremely shy.... But people trust my judgement now. Girls from all over the neighbourhood come to me with their various problems and ask me to help resolve serious domestic issues. The Girl Child Project really helped girls like me to believe in themselves. It enlightened us that being a woman wasn't a curse or a bad thing. It taught us to love ourselves and to be proud of what we are. Now I actually feel that women are as good as men...."*

She has her own message for the girls and women of Pakistan: *"Stop depending on others and believe in yourselves. Take a stand – since that is the only way your lives will ever improve and move forward."*[35]

Effecting social change

There are numerous examples throughout the world of adolescents trying to effect social change by influencing the behaviour of their peers. In Montenegro, Yugoslavia, UNICEF has supported seminars to train young Red Cross volunteers in peer-education methods. They use innovative role-play techniques to dramatize the issues teenagers may encounter, such as whether or not to have sex, how to say no to risky behaviour and how to protect themselves from sexually transmitted infections, including HIV/AIDS.[36]

Teenage peer educators are also combating HIV/AIDS throughout Africa, for example, in youth-friendly clinics in Zambia where drama, poetry, music and the electronic media convey key information on HIV/AIDS, other diseases and pregnancy.[37] Peer leaders are also at work in Cameroon, where they map out their neighbourhoods to indicate areas of potentially high-risk behaviour (bars, video rooms or military barracks) then identify existing youth groups and work with them to raise HIV/AIDS awareness.[38] In Namibia, meanwhile, young people have so far reached 100,000 of their peers both in and out of school with life-skills training aimed at reducing teenage pregnancy and preventing HIV/AIDS.[39]

The idea of adolescents addressing the risky behaviour of other young people takes an intriguing form in some parts of the United States. In some areas adolescents take on responsibility of sentencing their peers in court. These 'teen courts' involve volunteers aged 8 to 18 – some of them former offenders – as attorneys, judges and juries trying their peers for non-violent crimes, traffic infractions or school-rule violations.[40] The model is also now being explored in Germany and Japan.

In Thailand, as part of a Youth Camp for Ending Violence against Children and Women, 60 young people were trained to become volunteers and catalysts to both monitor domestic violence in their community and campaign to stop it. As a result of the initiative, a national law on domestic violence is now under review.[41]

During adolescence, as in early childhood, people with disabilities are routinely excluded from the normal patterns of everyday life. In Belarus, UNICEF has supported programmes aimed at integrating young people with disabilities into society, training them for more independent living and equipping them with labour skills.[42] In the Islamic Republic of Iran, the inclusion of the opinions and views of children with disabilities in the UNICEF programme-design process was ensured through three seminars where 150 boys and girls from all over the country with speech, hearing, visual and motor impairment discussed their shared problems and identified helpful strategies and activities. In addition, a seminar to observe the annual anniversary of Iran's ratification of the Convention on the Rights of the Child was hosted by children with disabilities.[43]

The problem: Children exploited by adults

Even in acknowledging the potential of adolescents and their positive achievements, it is vital to recognize that they are at high risk from the life-threatening effects of unconscionable adult behaviour: for example, trafficking children into forced labour and prostitution or forcibly recruiting them as soldiers.

- Child trafficking has become a billion-dollar-a-year business, with an estimated 1.2 million children falling victim annually.[44]

- Trafficking of children for exploitation in agriculture and domestic service has recently emerged as a problem in sub-Saharan Africa.[45]

- Trafficking of girls into prostitution has been a long-standing concern in South-East Asia, where a profitable network may involve police authorities, relatives and guards, each receiving their own slice of the profit.[46]

- There has been a huge upsurge in the number of girls trafficked from the Republic of Moldova, Romania and Ukraine into western Europe via gangs based in Albania, Bosnia and Herzegovina, or Kosovo, Yugoslavia.[47]

- An estimated 300,000 children are thought to have been coerced into military service, whether as soldiers, porters, messengers, cooks or sex slaves, with 120,000 in Africa alone.[48]

These are extreme cases, but in every society adolescents are the most likely age group to find themselves marginalized, abused, exploited and disregarded, and in perilous limbo, neither young enough to inspire adult protectiveness nor old enough to grasp the power and possibilities of adult society. Almost all countries have populations of adolescents scraping out a living on the streets of their urban centres. The latest estimates put the numbers of these children as high as 100 million.[49] Many of these are children who work the streets but return to a family home at night; others, however, are far from the protective, nurturing reach of a family. Many may have never experienced their family home as a safe haven, since child abuse is often a key factor in their decision to leave home and take to the streets.

In all countries, children who live or spend most of their lives on the street are more at risk on every count: from malnutrition or HIV infection to being dragged into the drug underworld. In some cities their very survival is at risk daily. Inevitably living on the margins of the law, they often find themselves in conflict with local authorities, and studies from many countries report that these children's most pervasive fear is of violent death.[50]

A solution: Children organized for their own protection

In Brazil, the boys and girls who live on the city streets have found in the MNMMR (National Movement of Street Boys and Girls) a space for participation that has permitted them to become aware of their rights, reorganize their perspective on life and fight for their rights. In 1985, educators from all over the country who were already working with street children founded the Movement after a national meeting attended by delegations of adolescents representing local groups. In 1986, some 600 children who live on the streets from all over the country and street educators met and defined the four main objectives of the Movement:

- to change laws that punish poor children for being poor
- to combat violence
- to support and expand the Movement to permit more boys and girls to participate and
- to train educators and activists to develop the necessary competencies and appropriate approach to working with these children.

With these objectives, the Movement was established to strengthen networking, mutual support and education methods via two organizational levels: (1) the educators in local and state groups, and a national coordination; and (2) groups of girls and boys, in *Nucleos de Base*, who meet at municipal, state and national levels. The national meeting is organized every three years: in 2002 it brought more than 1,000 boys and girls to Brasilia, the country's capital.

The Movement has had a significant impact on the national legislation reform. In 1988, it introduced an article synthesizing the Convention on the Rights of the Child into the Brazilian Constitution that was being redrafted as the country came out of 25 years of military dictatorship. The Movement was also active in discussions leading to the country's 1990 Statute of the Child and the Adolescent; and, on another front, played a leading role in denouncing extermination groups.

By participating in the Movement, boys and girls who have spent time on the streets learn how to return to family and community life, attend school and take advantage of a space of their own where they can fight for their rights.

> “Among the partnerships we seek, we turn especially to children themselves.”

World Declaration on the Survival, Protection
and Development of Children
1990

Three youths in this Afghan family boldly face the camera for photographer, 11-year-old Sabina, while other family members concentrate on their meal.

PANEL 5

BUILDING NATIONS

All around the world, children are speaking up on legislative matters that affect them – and in many nations, governments are learning to listen.

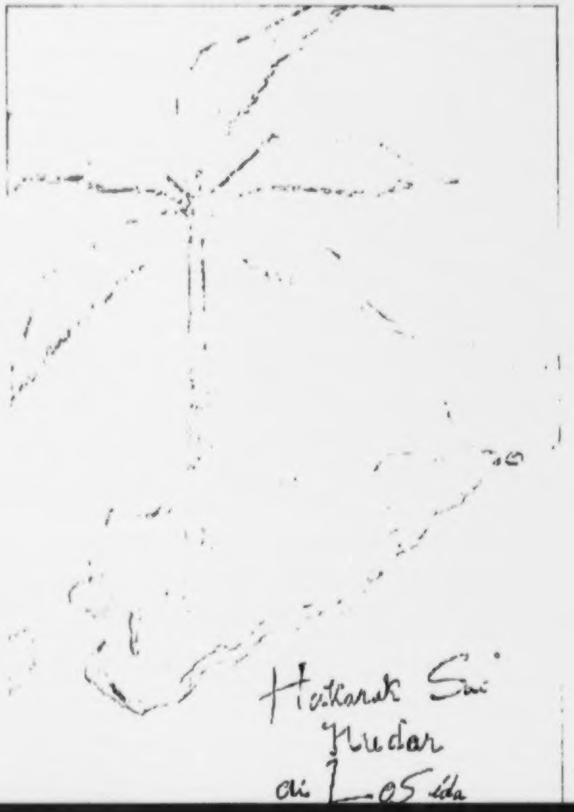
Children's Jirga

In Afghanistan, a children's Jirga (assembly) is planned to address the difficulties faced by the millions of children in Afghanistan: those who have lost one or both parents, been displaced by conflict or maimed by landmines, or who suffer from malnutrition or die before the age of five. The Afghan Government has been asked to set up a national commission for children that will involve several departments, such as health and education, "so that," explains Olara Otunnu, the Special Representative of the UN Secretary-General for Children and Armed Conflict, "children become central in creating policies and in allocation of resources."

A young country

In Timor-Leste (East Timor), nine days before independence was celebrated on 20 May 2002, a Student Parliament was convened, holding its inaugural meeting at the parliamentary assembly. As the new nation moved toward independence, UNICEF and its partners had launched a vigorous campaign to educate young people about democracy. Under the banner 'Build a nation with children and young people', UNICEF encouraged young people to become involved in the political process. Out of this campaign, the Student Parliament was born.

The students debated a range of topics – from health care to education to HIV/AIDS – and adopted 22



The Timorese coconut palm is just beginning to send out new shoots. "In the future, we don't want it to become bent, we want it to grow into a straight tree that shares its shade around equally and doesn't lean or block out the light for other trees."
18-year-old Giles Soares

'Through the Eyes of the Children', UNICEF, Timor-Leste.

resolutions. They called for the new Government to ratify human rights instruments, including the Convention on the Rights of the Child, and to improve health and education in rural areas.

The Student Parliament was the first parliament in what was then East Timor, at the time governed by a Constituent Assembly, a body that advised Sergio Vieira de Mello, the UN Transitional Administrator. Xanana Gusmao, the President-elect, and the Council of Ministers took over from Mr. de Mello nine days after the Student Parliament. The report from the Student Parliament will be presented to the full Parliament during the 2002 parliamentary season, and UNICEF is coordinating with the Ministry of Education to establish student parliaments in selected high schools during the school year.

"Children are important for East Timor," said Germano da Costa, the Student Parliament President. "This is a young country, we are a young people. It is good that people can build their houses, grow their food, but we need to build the skills of our children. They are our guarantee for the future."

A chance to be involved

In another part of the world, the South African Law Commission (SALC) is involved in a comprehensive review of all legislation relating to children. The review began in the 1990s as a result of generalized dissatisfaction with child-care legislation that pre-dated the end of apartheid and the first democratic elections in 1994. After some urgent amendments were passed in 1996 and 1999, a complete overhaul of the existing law is now under way. Children throughout the country have attended workshops and discussion groups, and their comments were taken into account when the Commission formulated preliminary recommendations in 2001. A draft Children's Bill has since been finalized, and it is now with the Department of Social Development. If approved, the draft Bill will be introduced in Parliament.

SALC consulted with children on impending changes to legislation that affected them directly, and it accorded children an equal footing to participate with adults in the law reform process. Their input received the same consideration as that of other stakeholders and their opinion was in some instances decisive. One such instance was the decision not to extend the prohibition on the employment of children under 16 years of age to all children under 18.

From an independent evaluation of the child participation process, it is clear that children valued the opportunity to participate in a law reform process and to have their voices heard. In the words of one child, "We had a say, feeling needed, important. We were also happy that we were given a chance to be involved, to give our ideas and be listened to and hope they will get something useful out of what we said."

6

LISTENING TO CHILDREN

"Sometimes I feel that the world wants me to grow up faster. I feel like people don't respect the things I say or what I have to give just because of my age."

Nikki Sanchez-Hood, 15, Canada

The journey from where we are today to a world where children's opinions are routinely sought cannot be made overnight. Like all intellectual journeys, it is a process that depends on acquiring new knowledge, increasing understanding and overcoming fear and resistance. And as the necessary intellectual work is being done and new understandings are being put into practice, new skills will be needed by all those involved – children and adults, families, communities, cities and organizations.

Families

Because the family is the first place where children learn to participate, it is also the ideal forum where children can learn to express their views while respecting the perspectives of others. As the Committee on the Rights of the Child advised in one of its early sessions: "Traditionally, the child has been seen as a dependent, invisible and passive family member. Only recently has he or she become 'seen' and…the movement is growing to give him or her space to be heard and respected.… The family becomes in turn the ideal framework for the first stage of the democratic experience for each and all of its individual members, including children."[51]

But the task facing parents and an extended family is not an easy one as they balance their responsibilities both to support a child's participation and to protect and guide the child. On a daily and often moment-to-moment basis, they put article 5 of the Convention on the Rights of the Child into practice in the process of assessing their child's 'evolving capacities' (although they usually don't use those terms to describe their decisions). Recognizing the critical and vital role of families, many organizations have developed programmes and advocacy campaigns that support parents and families in their efforts. For example, UNICEF's Regional

In Burkina Faso, 16-year-old Krifilité Da came upon these two camera-shy boys in the road.

Burkina Faso/"Imagine – your photos will open my eyes"/GTZ/2002

Office for Latin America and the Caribbean has developed a set of policy guidelines for working with adolescents that calls for public policies to strengthen families in a range of ways:

1. Economically and materially, particularly with respect to employment, income earning, housing, education and health;

2. With community programmes that allow the community to protect children in cases of risk or family need;

3. With student scholarship programmes so that families can send students to school and keep them there;

4. By encouraging parental responsibility, including legal acknowledgement of paternity on the part of men, the father's active involvement in raising and educating his children, and a more positive view of masculinity;

5. By encouraging cultural models and practices that are based on equality and shared responsibility rather than those that reinforce gender discrimination;

6. Through the application of laws and programmes that counter domestic violence, accompanied by training in women's and children's rights, violence prevention and how to resolve conflicts and differences peacefully;

7. Through the application of laws that eradicate social practices abusive to children and adolescents;

8. By providing programmes in parenting skills.[52]

Organizations listening to children

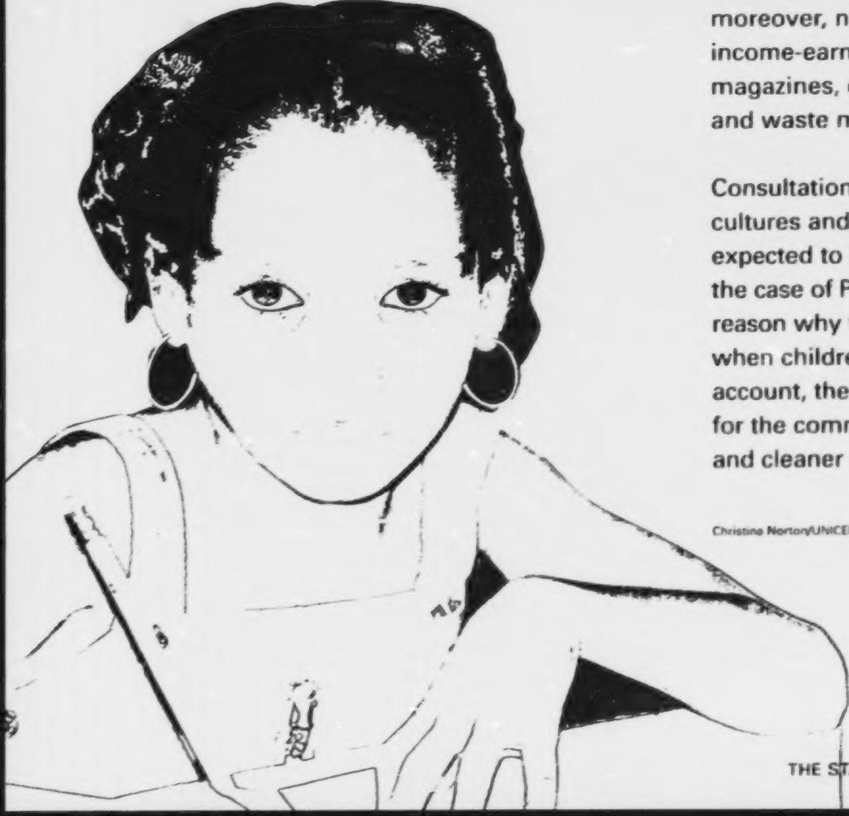
Just as parents have traditionally been assumed to know what is best for their sons and daughters, so agencies and authorities working on behalf of children have tended to do so without considering what the beneficiaries of 'their' projects have to say. The results can be disastrous. In the United Kingdom, for example, the 1980s and 1990s saw a string of public inquiries documenting systematic physical and sexual abuse by staff in children's homes, institutions set up to protect children from harm in their own families. One of the key lessons of the inquiries was that this widespread abuse occurred because the children involved had no voice: when they complained, they were not believed and they became susceptible to further, punitive abuse.[53]

The flipside of this coin is that when programmes and policies take children's perspectives into account from the outset, they can produce better results for everyone concerned. A case in Christchurch, New Zealand, illustrates this. The local authority proposed a 60-kilometre-per-hour speed limit at the point where a six-lane highway passed an elementary school and thought it had adequately consulted the local community. Christchurch is, however, an unusual city, having had its own Child Advocate since 1997, who pointed out that the children in the school had not been consulted. The children then made their own case that the new speed limit was too high and that a 40-kilometre-per-hour zone would be safer not only for them but also for senior citizens in the area. A trial of the slower speed was agreed to and, with the addition of flashing lights to indicate to motorists that they were approaching a school, proved so successful that this has since become a planning standard for the whole country.[54] The New Zealand Government is currently attempting to put the interests of children at the heart of the national decision-making process. Its seven-point Agenda for Children includes increasing opportunities for taking children's opinions into account in government and community decision-making processes.[55]

The experience of PLAN in Indonesia has also been transformed by consulting children. The organization felt it had done a good job in the village of Padi: it had talked to the village committee about what was needed, had built a road and latrines and had repaired the school building and the clinic. Community leaders professed themselves satisfied. But doubts lingered as to whether the work had catered to the poorest of the poor who lived up the mountainside away from the roads and new water supply. So when it came to working with the nearby village of Kebonsari, they started differently – by consulting 150 school-age children and using a local group of artists. The children insisted that PLAN should begin by working with the neediest children – those whose parents had migrated to find work or who had no land. They complained about being hit and beaten in the home and at school. They started a petition to improve a dangerous bridge and got the district head's promise to improve it. They wanted water pumps installed so that girls have more time to study instead of walking long distances to fetch water.

The lessons applied in Kebonsari – that there is added value when children are involved from the start – form the basis of PLAN programmes in Indonesia. In a culture that expects children to defer to their elders, children's groups are, moreover, now involved in rural libraries, small income-earning projects, editing their own magazines, child-to-child health programmes and waste management.[56]

Consultation with children will not be easy in cultures and contexts where they are still widely expected to be seen but not heard. But, as in the case of PLAN's work in Indonesia, one key reason why the practice is gaining ground is that when children's needs are genuinely taken into account, the results tend to bring improvements for the community as a whole. The safer streets and cleaner environments that children often



Christine Norton/UNICEF/2002

demand, for example, not only benefit them but also the vast majority of adults as well.

Consulting children as a group – on a regional, national or even international basis – can also be of immense service to policy makers and planners. In Bangladesh, the government ministry charged with developing a National Plan of Action against Sexual Abuse and Exploitation of Children began by consulting children who were affected, such as those involved in sex work, girls who were trafficked and those vulnerable to abuse. The children's report implicated police, magistrates and other state officials in trafficking. Most of the children's recommendations were included in the National Plan of 2002 and a 'child task force' is being established as part of the monitoring and implementation of the Plan.[57]

Collective attempts to gather, evaluate and analyse efforts in child participation are emerging in countries and regions around the world, and increasingly at the international level. One such forum is the Children as Partners Alliance (CAPA), a coalition of international and national NGOs working with children, who recently met with representatives of the Committee on the Rights of the Child, the Canadian Government, youth from young people's organizations and researchers. CAPA's purposes are to learn from experiences in working in "partnership with young people throughout the world" and to create an accessible data-base of these experiences. Among its objectives are to establish standards of practice for programming, research, policy dialogue and advocacy, to engage in high-level advocacy to realize children's right to participate in decisions affecting all aspects of their lives and to support the development of child-led organizations and of participatory research by children and young people.[58]

Adults listening to children

These examples demonstrate not just that it is worth consulting children but also that a shift in thinking and approach is required from adults, to increase their capacity to listen to and understand children and adolescents and to include children and adolescents in 'serious' discussions.

Although most adults do not naturally think of working in collaboration with children, many have been convinced of the value of doing so, whether by public-education campaigns or more specific training. Those who live and work most closely with children – parents, teachers, playworkers – are often the first to change their mindset. But so are other adults who might traditionally have been thought to have little connection with children, such as health workers and town planners.

Increasingly, groups of adults are striving to 'normalize' their perceptions of and relationship with children and adolescents. Countries with such different backgrounds and traditions as Jamaica and Mongolia have been praised by the Committee on the Rights of the Child for the way in which, through training workshops, they have sought to improve the skills of parents and teachers, guidance counsellors and lawyers, in encouraging children's right to self-expression.

In the United States, the Child Life Council brings together professionals working in health care who are committed to reducing the stress and trauma for children in clinics and hospitals. What is unique about the Council is that they have a rigorous system of testing and qualifying health professionals in order to better work with children. The philosophy and practice of the Council have an underlying meaning: relating and listening to children is not 'child's play', but is an essential attribute for which practitioners should study and be qualified.[59]

One example of how adults can be retrained is in Kolkata (Calcutta), India, where a Child-Friendly Police Initiative, in place since 1998, has so far engaged 42 city police stations. Police officers attend courses aimed at sensitizing them to the rights of deprived children and juvenile offenders and developing links with social welfare and protection services. The police, with support from Rotary International, host health clinics in their stations on Sunday mornings.[60] A similar UNICEF-supported initiative has been meeting with success in the southern city of Bangalore in India. Here police and street children are brought together in training sessions that look at child rights and at how to cope with difficult circumstances. So far, 1,700 officers have been trained and five police stations have been given a child-friendly award. "I try not to treat the child as a criminal," said one of the officers. "We have to understand what has brought the child into unlawful activities."[61]

In El Salvador, the project of the Defensorías de Derechos Humanos de la Niñez y la Adolescencia, begun in 1995 by UNICEF and supported by Rädda Barnen of Sweden and Save the Children UK, has taken as its objective the transformation of the 'no right' culture that pervaded family, interpersonal and institutional relations. As part of the Defensorías, a Network of Young People met with the Minister of Education for the first time in the history of El Salvador and elaborated a proposal for public policies for children and youth, including revoking the policy that pregnant girls must leave school. This proposal has been taken into account in the process of elaborating the National Policy on Children and Adolescents by the National Secretariat of the Family.

A CHILD-FRIENDLY MUNICIPAL STRATEGY

It involves all concerned, including children, NGOs and civil-society representatives and:

- Is rooted in the whole Convention on the Rights of the Child
- Enjoys high government priority
- Is integrated into other local and national plans
- Adopts a decentralized implementation process
- Includes priorities and time-bound measurable goals
- Covers all children
- Is widely disseminated
- Is regularly assessed and monitored.

Source: Riggio, E., 'Child Friendly Cities: Good governance in the best interest of the child', *Environment & Urbanization*, vol. 14, no. 2, October 2002.

As a result of the Defensorías, the concerns of young and adolescent children were presented in open town halls, and mayors have become involved in the issues of children and adolescents, prioritizing their rights when budget decisions were made. This prioritization has been seen in the construction of parks, fields, sports complexes, libraries, bridges, infrastructure repairs of educational centres, roads, the introduction of safe water, reforestation and protection of the environment, and greater police security, among others. In numerous instances, members of the National Civil Police have also modified their attitudes towards adolescents in the community. What's more, parents and teachers have rethought their ways of correcting their children and students, and reports of mistreatment have declined.

Cities 'listening' to children

The Child-Friendly Cities initiative, an attempt by adults to create urban spaces that optimize child participation, is increasingly an idea whose time has come, with more local authorities and planners of the world's cities striving to implement child rights at the local level – where children live and can make a difference – and to make urban environments healthier for children[62] *(see box, 'A child-friendly municipal strategy', p.47).* Around 1 billion children live in cities – close to half of all the children in the world – and at least 80 per cent of these live in Africa, Asia and Latin America. In developing countries it is common for between a third and a half of the urban population to have incomes below the poverty line, many of whom are housed in illegally built settlements with limited access to safe water and adequate sanitation.[63]

The Mayors as Defenders of Children initiative was launched in 1992 as a way of involving municipal leaders in the pursuit of child rights. The initiative recognized the fact that decentralization is transferring ever more responsibility for basic services to local governments all over the world. This not only gives local authorities more power to make a difference in children's lives and environments, it also makes the participation and consultation of young people more feasible than it is at the national level. This has become even more vital since the second United Nations Conference on Human Settlements (Habitat II) in 1996, which emphasized that the well-being of children is the ultimate indicator of a healthy society.

In Italy, the Ministry of the Environment coordinates the Child-Friendly Cities initiatives, and some 200 cities had joined the movement by 2001. New ideas are shared in annual meetings and prizes are awarded to the cities that have performed best in various categories, such as child-centred urban planning for one example.[64] In the Philippines, the movement also has a national dimension through a goals-oriented programme that aims to promote child-rights principles at every level, from the family through the *barangay* (neighbourhood) to the city or region.[65] Ukraine, meanwhile, has a strong 'mayors for child rights' movement that in 2000 saw the mayors of 35 of the country's cities undertake to involve children in the planning, design, implementation and evaluation of policy affecting their health, development and protection.[66]

In Kolkata, India, a citywide programme of action brings together major agencies committed to protecting and providing basic services for deprived urban children – including those who are working or homeless. An ambitious project survey has identified every child who is out of school. Because there are not enough schools for all these children, the city is creating 700 primary education centres, which will be managed by NGOs and run by young people specially trained as 'barefoot teachers'.[67]

Even in places of conflict, such as the Occupied Palestinian Territory, there are examples of Child-Friendly Cities initiatives. Fifteen Child Activity Centres have been set up to promote community participation in implementing child rights. The Centres focus on young children, particularly girls and those in need of special protection, but adolescents are also involved and receive training so that they can assist the Centres' work.[68]

> "Listen to children and ensure their participation: Children and adolescents are resourceful citizens capable of helping to build a better future for all. We must respect their right to express themselves and to participate in all matters affecting them, in accordance with their age and maturity."

Declaration of 'A World Fit for Children'
2002

Young and reflective in the former Yugoslav Republic of Macedonia, a girl writes down her feelings about being a youth in that country while a young friend captures the moment on film.

PANEL
6

WE ASKED THEM TO SPEAK

Asking children and young people what they think can make for some uncomfortable moments. What if we don't like what they have to say? From that perspective, United Nations Secretary-General Kofi Annan showed courageous leadership when he invited children to express their views at the UN General Assembly Special Session on Children in May 2002. "So far, adults have called the shots, but now it's time to build the world with children. Your voices will be heard, I promise," the Secretary-General said.

And the children spoke, in voices loud and clear. As they presented the results of the 'Say Yes for Children' campaign – nearly 95 million pledges – they told world leaders that 95 million people were expecting their leadership on behalf of children and 95 million people were ready to help them in their efforts to ensure the rights of every child.

They demanded a world free of poverty, war and violence in their statement to the General Assembly. They offered their knowledge and ingenuity to help find solutions to the problems that affect them. "We have the will, the knowledge, the sensitivity and the dedication," the children argued.

Throughout the Special Session, they were everywhere – or so it seemed. Children and young people chaired meetings, engaged world leaders in intense discussions at inter-generational dialogue sessions and talked to the media to explain their points of view and expectations. They raised issues, analysed situations and offered solutions with clear vision.

We polled and surveyed

In the year leading up to the Special Session, in one of the largest multi-country surveys of children ever carried out, nearly 40,000 children between the ages of 9 and 18 in 72 countries across East Asia and the Pacific, Europe and Central Asia, and Latin America and the Caribbean shared their opinions on such topics as school, violence in their lives and their expectations of government. In the surveys, conducted by UNICEF and its partners, the majority of children report good relationships with parents and teachers, feel happy most of the time and are deeply concerned about a range of economic, social and environmental issues.

But far too many children and young people spoke about harsh realities:

- the violence they experience in their homes, at school and in their neighbourhoods;
- discrimination in their countries against the poor, disabled and minority children;
- anxiety about unemployment and economic conditions;
- the lack of information about their rights, about drugs, HIV/AIDS and sexual relationships;
- the need for government to give greater priority to quality education;

Ivan Blazev/Right to Know Initiative, 2002

- ○ the lack of opportunity to voice their opinions and participate in decisions affecting their lives;
- ○ their disenchantment with traditional politics and politicians.

Such findings speak for themselves about the state of our societies and our value systems. Unheard or unattended, they bode ill for the future of our democracies.

Two out of three children in Latin America and the Caribbean have little or no trust in their government and related institutions. The children feel that they are of no importance to these institutions.

In Europe and Central Asia, only 4 out of 10 children see voting in elections as an effective way to improve things in their country. Just under a third trust their government, while another third distrust it. Asked to spontaneously identify famous people they admire, only 2 out of every 100 children chose a politician or political leader.

In East Asia and the Pacific, only 3 per cent of the children surveyed named a president or prime minister as the person they admired most. (Timor-Leste, formerly East Timor, was a major exception with 21 per cent.) In Latin America and the Caribbean, the picture is even more grim. Many of the children surveyed did not identify any leaders at all. A number of children believed that their country would be worse off in the future, partly because they view their government as unable to solve problems. And among all children surveyed, trust of politicians and of police and teachers diminished with age and – presumably – experience.

And now?

Government officials from many countries acknowledged that the polls brought home the importance of listening to children's voices and of taking their views into account when making decisions that affect their lives. Twenty-one Latin American Heads of State, for example, meeting at the Xth Iberoamerican Summit, vowed to look deeper into the situation of their children and youth. The Organization for Security and Co-operation in Europe (OSCE), the largest regional security organization in the world, asked its field missions to use the survey results to inform and guide their programmes aimed at strengthening democratic citizenship, civic education, conflict prevention and security.

Where regional polls were not conducted, leaders learned what the concerns of their children and youth are from country surveys, consultations and youth conferences. In Amman, for instance, adolescents from 16 countries who gathered at a regional youth forum proposed initiatives on some of their key issues, among them jobs and education, and the vast number of young smokers and of youth in conflict situations.

At this juncture, the turn is ours. We asked children what they thought and what they hoped for. They told us. "Now," said Carol Bellamy at the close of the Special Session, "is time for action."

7

SPACES FOR PARTICIPATION

Optimizing children's participation involves a redrawing of the adult world. It entails adults listening to and making space for what children suggest. It means children being encouraged to develop and refine their competencies and put democratic values into practice. It depends on adults sharing control, power, decision-making and information.

But what likelihood is there that the adult world is ready to embrace the ideal of child participation and further take into account the views of children? Better than it was – but not as good as it needs to be.

Children suffer from discrimination simply because they are children. Proof of this is found in the fact that in many countries it remains legal to hit children. The belief that 'smacking' is an integral, even essential, part of parental discipline of children remains widespread. A UNICEF opinion survey in 35 countries of Europe and Central Asia reported that 6 out of 10 children face violent or aggressive behaviour within their families.[69] This discrimination is seen in many other instances as well, for example, in children's lack of access to influencing the media *(see Panel 7, 'Children and the media', page 58);* and their lack of access to information that is vital to their development and their abilities to successfully participate in the world.

Access to information

If children are to have a voice, they need access to information that is both timely and understandable to their particular intellectual stage of development. Children seek information from the moment that they are born.[70] The purpose of early stimulation is to encourage a child's mind to build the mechanisms for integrating signals received from birth and to help 'hard wire' the ability to learn into the brain at an early age. Furthermore, the educational process aims to provide the child with the information to understand, manipulate and participate in his or her environment.

Asiata Baâlla, a 12-year-old Moroccan, took this photo of two young children.

Morocco/"Imagine – your photos will open my eyes"/GTZ/2002

Access to information is a matter of survival in many situations, most urgently today in the midst of the HIV/AIDS pandemic. Misconceptions and ignorance about the disease are widespread among young people. The misconceptions vary from one culture to another, and particular rumours gain currency in some populations both on how HIV is spread (by mosquito bites or witchcraft, for example) and how it can be avoided (by eating a certain fish, for example). Surveys from 40 countries indicated that more than 50 per cent of young people aged 15 to 24 harbour serious misconceptions about how HIV/AIDS is transmitted.

In the midst of this pandemic, a basic education of good quality for all children – one that offers sound information about sexuality and HIV, builds self-esteem and decision-making skills and gives children the information they need to protect themselves – is essential to save lives endangered by the ignorance and fear that surround the disease.

Perhaps the most important aspect of access to information is how it empowers those who have it. Access to information informs the entire developmental process protected by the Convention and is a critical factor in both the personal development of a child into adulthood, as well as for the social development of that child into full membership in his or her community.

Children's parliaments

Children and young people are virtually invisible in terms of public policy and of voices expressed on the national stage. Even in the healthiest democratic societies run in the service of voters' interests, children tend to be marginalized – on the assumption that their parents will speak for them. Former President of the European Parliament Nicole Fontaine has concluded: "The relative invisibility of children's own unique experience and understanding from all the key legislative and policy-making forums has served to produce policies which discriminate against children. Nowhere is this more evident than in the field

Jonathan Bronner, 12 years old, poses for a self-portrait in his home in Mound Bayou, Mississippi, United States.

Jonathan Bronner/Kemetic Institute/United States/2002 of economic policy where the lack of active consideration of the situation of children has produced an unacceptable growth in child poverty across the European Union."[71]

One solution is the number of children's parliaments, which is mushrooming, representing a positive response to the need to both listen to young voices and to foster democratic citizenship. Perhaps for the latter reason there is particular and encouraging enthusiasm for the parliaments in newly democratic nations such as Georgia, Republic of Moldova, Slovenia – and Timor-Leste, where a student parliament met just days before independence in May 2002 so that it could present its recommendations to the new Government *(see Panel 5, 'Building nations', page 40).*

In Albania, regional youth parliaments began as pilot projects in the prefectures of Shkodër and Gjirokastër in 2000, spread to four other areas in 2001 and by the end of 2002 will cover 80 per cent of Albania. The parliaments are elected every two years and meet once a fortnight. All the regional assemblies gather in the capital, Tirana, for an annual session, where they raise key concerns with national adult parliamentarians. Among their recent initiatives has been a campaign against the search for oil in the environmentally valuable Nartes wetland.[72]

Inevitably there are wide differences in the ways in which children's parliaments are organized. None have law-making power that would take them beyond being a consultative process providing input to governments. None are directly elected by all children, though delegates sometimes emerge from the public-school system and may have been elected by fellow students. In other examples young people come together for a single day to discuss current issues without any preparation, training or follow-up.

But other children's parliaments are more carefully established and organized. In Thailand, for example, more than 200 youth representatives, including children with disabilities, from schools in all 76 provinces, were brought together for three days to take part in the National Youth Parliament 2002. Through democratic and participatory processes, several issues were identified, shared and debated through passionate and active participation. When their report was presented to the Cabinet meeting on January 22, youth participation was adopted as a government policy.[73]

In Ireland, the *Dáil na nÓg* – which met for the first time in September 2001 – was specifically requested by young people during consultations leading up to the new National Children's Strategy. One of the main goals of the Strategy is that "children will have a voice." The Government has backed its words with money: in March 2002, it announced funding of 2,500 euros for each city and county in Ireland towards the cost of creating a children's council. Each of these councils will discuss local issues and will elect members of the national Parliament. The Minister for Children, Mary Hanafin, has promised that this will be no empty exercise: "*Dáil na nÓg* isn't a day out in Dublin's Mansion house where children complain and politicians pretend to listen. We have given a clear commitment that the ideas and views expressed at each *Dáil na nÓg* will be taken into consideration in government policy. With the local children's councils around the country, the same will apply."[74]

In Jordan, where the election process for the Children's Parliament is particularly rigorous, students elect representatives – some 3,500 of them – who take part in 18 separate conferences at the governorate level on issues affecting their lives. These in turn elect 350 children to attend a national conference, which develops a workplan for the children's parliament, then elects its 120 members. The elected members, like adult parliamentarians, hold their seats for several years.[75]

There is one thread that weaves throughout youth parliaments, despite the differences across them and the varying extents to which they influence the politics of the moment: they all enhance child participation and introduce young people to the workings of a democratic government.

In Georgia, for example, while the young people who took part in the Children and Youth Parliament were successful in launching an anti-corruption movement and a series of television discussion programmes about the issues facing young Georgians, the most significant impact of the Parliament was on individual participants. According to one young parliamentarian, Badri Papava, "Nobody knows what the future will bring, maybe some will proceed with the politics, others will choose a different sphere of work, but these young people will use the experience gained during these two years."

Parliament Vice-speaker, Tamar Janikashvili, explained, "Georgia has educated children who want to participate in the management of the country and who care about what happens in Georgia."[76]

Risks with children's participation

Positive examples notwithstanding, there are some risks attached to young people's participation, and children as well as adults need to be aware of them. In public meetings, children may be treated as window dressing, tokens of child participation; they may be treated as though they are representative of their peers when they are not; adolescents may be considered to speak for young children when they are in fact closer to adulthood. They may become part of a new elite through frequent participation in international meetings and lose the confidence of the groups that nominated them.

There are other, graver dangers. While political activism for adolescents in relatively stable countries might be a desirable step in learning the practices of democracy, in some social and political contexts encouraging children and adolescents to speak out may put them at increased risk of harm.[77] Children should not be expected to play leading roles in confronting repressive public authorities; in societies where it is hazardous for their parents to speak their minds, children should not be tossed into the breach.

In some conflict situations children's participation becomes increasingly important. Thinking of children as helpless victims dependent on adults in situations such as armed conflict is not necessarily the best way to help them to cope. Clearly some children are deeply traumatized by their experiences and need specialist care. But it is important to recognize that children can usually contribute significantly to their own protection. In addition, children do not always experience adversity in the way that adults do – so that if their views are not actively sought and taken into account, well-intentioned actions can be inappropriate or even harmful.[78]

Listening to children about peace

In long-standing conflicts children often have a great deal to offer in terms of building bridges and developing peace. Amid the apparently intractable conflict in southern Sudan, for example, UNICEF's programming has been influenced by the opinion of children. In November 1999, 37 children and adolescents, drawn from different ethnic groups all over southern Sudan, gathered for a conference in which they outlined a way forward based on achieving peace through education. Their vision has significantly influenced the subsequent development of the UNICEF programme in southern Sudan.[79]

Similarly, when a conference was held in July 2000 about child soldiers in southern Sudan, children and young people played a major part, along with parents, teachers, traditional chiefs, priests and spiritual leaders, NGOs, civil authorities and the military, in developing action plans for the future. Former child soldiers, for example, said they would not rejoin the army but would continue their education. Schoolchildren said they would like to stay in school and asked that games and sports be introduced into their extra-curricular activities.[80]

In Sri Lanka, the work of Save the Children (Norway), together with its local partner, the Eastern Self-Reliant and Community Awakening Organization (ESCO), has also demonstrated that children's participation in conflict zones can actually help protect them. Children from the Tamil village of Sivanthivu, for example, lived in a 'grey' area controlled neither by government forces nor by the rebel Liberation Tigers of Tamil Eelam (LTTE) forces. One of the first actions of their new Children's Club was to address the decision of the local Sri Lankan army commander to block the road to their village. This had effectively ended the education of the children who travel by bus to nearby Valachchenai to attend school; walking or cycling to school would have exposed children to harassment by soldiers. Previous efforts by villagers had failed, yet the Children's Club gathered the signatures of all the residents of Sivanthivu on a petition. NGO workers passed this petition on and managed to have the matter raised with the army at a senior level. The road was duly reopened and the bus has come to the village ever since.[81]

Obviously delighted by the 11-year-old puppeteer, Anderson Diniz, young children at Casa Grande Foundation's communications school seem oblivious to the 16-year-old photographer, João Paulo Morôpo.

PANEL 7

CHILDREN AND THE MEDIA

"Say it!" And they have.

"*Troç*!" – the Albanian word for "say it" or "tell it like it is" – is a news show produced by children aged 13 to 18 and broadcast on Albanian National TV, reaching an audience of nearly 75,000 viewers each week.

In a country where nearly half the population lives below the poverty line and some 36,000 to 44,000 children emigrate illegally to Europe every year, a group of 70-80 young people is trying to make a difference.

"The only goal that all of us have," says 16-year-old Ebi Spahiu, a *Troç* reporter, "is to bring out the truth, so that things can improve."

With UNICEF support, *Troç* is proving to be one of the most innovative and influential forms of youth participation in the region. Young people themselves write and produce the programmes, which are not only popular but often produce change. In one instance, a month after an exposé by *Troç* reporters showed the poor treatment of children in a dormitory, local authorities met with the director of the dormitory and fired him. In another case, after the show highlighted the lack of textbooks in high schools in one town, educational authorities promptly provided textbooks in time for students to study for final exams.

Troç is part of a bigger initiative that UNICEF is developing in the region: the Young People's Media Network, which encourages groups of young media creators through exchanges, such as missions in the Balkans, partnerships, internships, awards, grants and donations.

Using the media as a tool for building ethnic tolerance and understanding, the *Troç* team has documented inter-ethnic youth attempts at reconciliation and dialogue in Kosovo, Yugoslavia, and the former Yugoslav Republic of Macedonia. "Through these stories," writes Akil Kraja, 16, *Troç* reporter and producer, "we would like to build bridges of communication and understanding through young people of different ethnic groups. To accept the language, culture and traditions of the others is the first step if we want to have peace in the region."

Casa Grande

In Brazil, the impact of children's participation in the media can be seen in a small city in the north-east region where the Casa Grande Foundation draws children and young people who are eager to learn more than what they are taught in school.

"Even though I had heard about Casa Grande before and admired its work, my husband and I didn't want our daughter to come," says Maria Macedo de Freitas, mother of Samara Diniz, 19, a reporter for Casa Grande. "Here in the *sertão* (interior dry land), girls are supposed to stay home, next to their mothers."[1]

But Samara kept sneaking into Casa Grande after school, and her mother kept fetching her back home at her father's demand. "She disagreed with her 'macho' dad," said Samara's mother, "something we don't do here. But her insistence and her achievements as a reporter inspired me to also start participating in Casa Grande's activities." Now, Samara's mother is the Director of Education at Casa Grande and Samara's father is proud of his daughter.

Courtesy of Fundação Casa Grande/Brazil

Founded in 1992 by Brazilian musicians Alemberg Quindins and Rosiane Limaverde, the Casa Grande Foundation is supported by UNICEF and other partners. Some 70 children and adolescents participate in planning and decision-making and are included in the management of the Foundation. They produce videos, comic books, newsletters and radio programmes for children and youth. "Even though we are in a small city," says Samuel Macedo, 17, Radio Manager and member of the TV team and a rock band, "we can have information and knowledge like any other youth in Brazil."

In April 2001, the project team launched a magazine and a video developed with the support of UNICEF and the United Nations Foundation. The material on the prevention of smoking was so successful that it was distributed to more than 550,000 children and adolescents at schools in Ceará. "The activities that I develop here changed my life," says Samuel, "because I didn't use to think about the future and I didn't care too much about life. Now I work on coordinating radio and TV programmes, I know how to handle musical instruments, computers, but most importantly, how to interact in a group."

ICDB

International media initiatives have also been an effective means of creating opportunities for children to voice their opinions. On the second Sunday of every December since 1992, thousands of children around the world celebrate the International Children's Day of Broadcasting (ICDB). Children take to the air as reporters, presenters and producers of programmes on issues including children's rights, poverty, HIV/AIDS, discrimination and conflict. With more than 2,000 participating broadcasters, ICDB is the largest broadcasting campaign for children in the world.

A joint initiative of the International Council of the National Academy of Television Arts and Sciences (NATAS) and UNICEF, ICDB has moved beyond the Day itself and encouraged children's participation in the media throughout the year. Some programmes created to celebrate the Day have turned into weekly programmes; others have led to the opening of training institutes.

One such example is the creation in August 2002 of China's Galaxy Teenagers' TV Media Training School by the China Central Television (CCTV) for children aged 9 to 12. From the nearly 300 children of Beijing who applied and attended the admissions exam, 50 were selected to be trained as young TV journalists who can work part-time at CCTV until the age of 14. In the near future, more children will be given the chance to participate as more branches of the school open throughout the country.

"I think I'm lucky to have had this chance to be a child reporter and to do interviews in the field especially," says Yang Yi, 12, Galaxy child reporter. "I've got to see for myself how reporting is hard work and what needs to go into a good interview. I think I learn patience, how to appear confident in front of the camera and how to adapt to changing conditions. Being a child reporter has broadened my vision, taking me to meet people and to be in places I wouldn't have otherwise been to."

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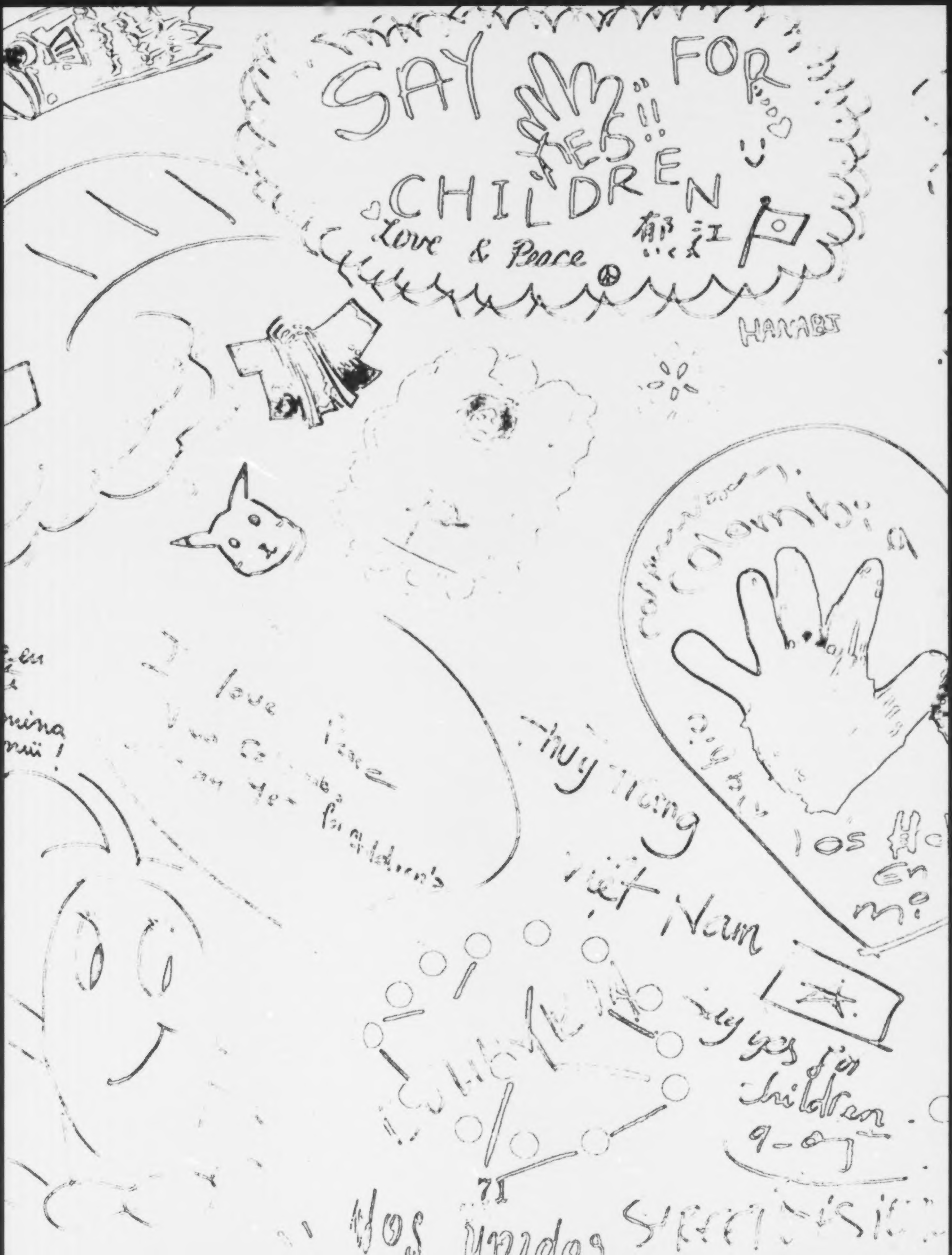
1 *Casa Grande, A Escola de Communicação da Meninada do Sertão*, video produced by SENAC, the National Service on Commercial Learning, 2001.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Vos Unidos

8

AT THE UN SPECIAL SESSION ON CHILDREN

"In 1990 our countries signed the CRC but they have done next to nothing to realize it," said a 17-year-old delegate, his body shaking as he spoke, though out of sheer passion rather than nerves. "We agree with your promises but now you have to show you mean it. I am talking from the heart – you must do the same."[82]

All the possible opportunities, benefits and pitfalls surrounding children and participation were at issue in the lead-up to the UN General Assembly Special Session on Children in May 2002. This was something of a test case of meaningful children's participation at the international level, which took UNICEF, governments and non-governmental organizations into genuinely new territory.

Starting with the World Summit for Children in 1990, there was increasing recognition of the importance of children's participation, based in large part on the Convention on the Rights of the Child, and increasing readiness to try to make participation possible in international conferences. By 1997, when UNICEF conducted a systematic review of children's participation in its own work, a total of 302 UNICEF-supported programmes reported young people's involvement, with particularly high rates of involvement in Central and Eastern Europe and the Commonwealth of Independent States and in Eastern and Southern Africa.

The preparations for the Special Session on Children started early, involving extensive regional consultation: young people's organizations participated in high-level meetings in Beijing, Berlin, Cairo, Kathmandu, Kingston, Panama City and Rabat to review progress since the World Summit for Children and to guide action for the future. The formal preparatory gatherings in New York for the Special Session provided opportunities for experimentation and for learning from inevitable mistakes.

This is part of a banner that stretched for 26 feet at the Children's Forum and more than 400 young delegates from 154 countries had the opportunity to write and draw messages on it.

The Global Movement for Children

In the run-up to the Special Session, the Global Movement for Children brought together adults, adolescents and children; campaigners, counsellors and crusaders for child rights: those who cared about forging a world fit for children. While recognizing that children and adolescents cannot be expected to challenge the world's misplaced priorities on their own, this energetic alliance embraced the idea that the job could not be done by adults **without** the passion and perspectives of children.

The primary focus of the Global Movement for Children was a major worldwide campaign called 'Say Yes for Children', launched at events around the world beginning in March 2001. Adults and children alike were asked to say 'Yes' to a pledge – "I believe that all children should be free to grow in health, peace and dignity" – and to support the Global Movement's 10-point agenda for action. They were then asked to identify the three action priorities that they considered most important. The participation involved in a campaign of such a mass scale is bound to be limited. But this element of interactivity – whether over the Internet or on widely distributed paper forms – undoubtedly helped draw both children and adults into the process.

By the time the 'Say Yes' pledges were presented to Nelson Mandela and Graça Machel at the Children's Forum in New York in May 2002, the total number – far exceeding expectations – stood at nearly 95 million, including 20 million from China and a remarkable 16 million (one in four of the population) from Turkey. With the overwhelming number of pledges coming from children, the three issues identified as most urgent were education, discrimination and poverty.

More importantly, the drive to involve as many people as possible provided a focus for promoting discussion and raising awareness of child rights – as in Peru where 800,000 children 'said yes'. In East Asia, 10 countries took the opportunity to hold a National Children's Forum as part of the 'Say Yes' campaign. They then sent representatives to a regional forum in the Lao People's Democratic Republic and selected a delegation of children to the UN Special Session on Children to represent the region. In the Syrian Arab Republic, a national seminar saw 150 children aged 6 to 12 discuss the Convention on the Rights of the Child with writers, artists, educational experts and television producers. The children presented a list of recommendations to the Prime Minister, which included their request for a children's parliament, and said they now dared to hope for change.[83]

The 'Say Yes for Children' campaign allowed an arc of participation for millions of children and young people, who could trace a path from the pledge they made in their local communities to leaders such as Nelson Mandela and Graça Machel, and from them to the UN General Assembly Special Session on Children, and on into the outcome document and a declaration by world governments.

The Children's Forum

The 400 plus children who travelled to New York City in May to attend the Special Session came from more than 150 countries. Most were in their teens, though some were as young as age 10. Some had been selected rather than elected, either by governments or by NGOs, and thus could not be considered representative. On the other hand, many had been chosen not just for their confidence or eloquence but because they were already passionately engaged in advocacy for children's rights or had launched their own campaign.

The Children's Forum, which lasted for three days, was opened by the UN Secretary-General and closed with a ceremony presided over by Nelson Mandela, Graça Machel and Mrs. Nane Annan as guests of honour. Between these two events, the only adults present were interpreters and facilitators. Children started off in regional groups, establishing the ground rules of respect for each other and 'unity in diversity' that were to govern their time together. They then divided into groups to discuss eight key issues, which they had identified as exploitation and abuse, environment, protection from war, children's participation, health, HIV/AIDS, poverty and education. Rapporteurs were elected, as was a group delegated to draft a common statement.

The statement 'A World Fit for Us' was read out to the UN General Assembly's Special Session on Children by 13-year-old Gabriela Azurduy Arrieta from Bolivia and 17-year-old Audrey Cheynut from Monaco. *(See Panel 8, 'We are the world's children', page 66, and maps on pages 74-79.)*

"Until now, I was only aware of the problems of the children of my community, but today for the first time I became aware of the problems of children from all over the world. This sharing and awareness brought us closer to each other and also made us feel compassionately for others. It also made me feel today that I should not only stand up for the rights of my country's children, but also for the rights of all children of the world. We are one!

"The children's views and words that were included in the document were very brilliant. It was my first experience of hearing a document based on the voices of children, including my own voice. After listening to it, I thought, 'Children can change the world if they are given a chance. We have to fight for that chance.'"[84]

Jehanzeb Khan, 12, Pakistan

There were children everywhere

The children's impact at the Special Session extended far beyond the Children's Forum itself. The presence and participation of children changed the style of the event, infusing proceedings with a directness, idealism and honesty that are too often absent from such international meetings. At press conferences and feedback meetings, child delegates explained their achievements and articulated their expectations with astonishing assurance – not to mention a freshness of approach that compared favourably with the often dry exchanges between adults elsewhere. As 15-year-old Manuel de Jesús Acosta Delgado from Peru put it: "Children have vision that goes deeper than a President's, who looks at everything on a very global level. They are more capable of seeing what needs to be done. They say it how it is – and how they feel."[85]

Workshops and side sessions were enlivened by children's testimonies from every corner of the globe. The effect of their presence, quite as much as the substance of their words, provided its own message. The passionate belief in the value of children's participation resounded throughout. "We're ready," said Ukrainian teenager Kateryna Yasko, "to propose our equal and meaningful partnership...."

In 'Intergenerational Dialogue' workshops child delegates met face to face with prime ministers and princes, ministers and heads of international agencies. The children's passionate frankness was often remarkable. When 16-year-old Fatoumatta Nduré from the Gambia, for example, welcomed participants – including the President of Mozambique and the King of Lesotho – to the Intergenerational Dialogue on Africa that she chaired, she said, "Welcome first to the children of Africa. And second to all child-friendly adults."

It is impossible to measure the positive overall impact of children's participation at the Special Session – though its empowering, transformative effect on each child's life is easy enough to imagine.

"This was the first time I have travelled outside my country," explained Umo Aua Bari, 17, from Guinea-Bissau. *"It has been wonderful being here, seeing what it is like in the most powerful part of the world. But the best thing has been to be with the children. I had the feeling that I met with the whole world here. I knew something about children's problems before, especially in Africa, but I didn't know so much about their possibilities. This has shown me that it is possible to create a New World. The whole world now has to get it into their head that we have to change the world; everybody in their own area has to feel that the future of the world lies in children."*

One cannot but feel that only good can come from this intense interaction between children and the men and women with power to make a difference in the world. The UN Security Council, for example, held a formal meeting on children and armed conflict during the Special Session, and three children – from Africa, Asia and Europe – whose lives had been affected by war addressed the Council.

"The best thing you can do to help children in war," Eliza Kantardzic, 17, from Bosnia and Herzegovina, told the Security Council, *"is to stop war, to prevent it. And that is something that this Council has the power to do. The real question is – is that power used?"*

"Just the fact that children were given the platform to address the Security Council means a huge change and that is important," said Graça Machel, author of the 1996 UN Report on the Impact of Armed Conflict on Children and the recently published book, *The Impact of War on Children,* who also addressed the Council. "Children were at the top where they can tell anyone, including governments, what they feel and also what they expect from adults."[86]

"We the children are experts on being 8, 12 or 17 years old in the societies of today.... To consult us would make your work more effective and give better results for children. My proposal is that you make us part of your team."

Heidi Grande, 17
a Norwegian delegate to the
Special Session on Children

UN Secretary-General Kofi Annan (center) addresses the more than 400 young people who participated in the Children's Forum on opening day, 5 May 2002. Telling them how significant was their presence at the UN, the Secretary-General promised that their voices would be heard.

PANEL
8

WE ARE THE WORLD'S CHILDREN

After three days of discussion and debate during the Children's Forum, an event preceding the United Nations Special Session on Children, some 400 young people agreed on a statement to be presented to world leaders. Gabriela Azurduy Arrieta, 13, from Bolivia and Audrey Cheynut, 17, from Monaco were chosen by their peers to represent them. As the Special Session commenced on 8 May 2002, these two young delegates to the Forum stood before the General Assembly and delivered their message. On this historic occasion, for the first time ever, children formally addressed the UN General Assembly on behalf of children, giving voice to their vision for a better world.

A World Fit for Us

We are the world's children.
We are the victims of exploitation and abuse.
We are street children.
We are the children of war.
We are the victims and orphans of HIV/AIDS.
We are denied good-quality education and health care.
We are victims of political, economic, cultural, religious and environmental discrimination.
We are children whose voices are not being heard: it is time we are taken into account.
We want a world fit for children, because a world fit for us is a world fit for everyone.

In this world,

We see respect for the rights of the child:
- governments and adults having a real and effective commitment to the principle of children's rights and applying the Convention on the Rights of the Child to all children,
- safe, secure and healthy environments for children in families, communities and nations.

We see an end to exploitation, abuse and violence:
- laws that protect children from exploitation and abuse being implemented and respected by all,
- centres and programmes that help to rebuild the lives of victimized children.

We see an end to war:
- world leaders resolving conflict through peaceful dialogue instead of by using force,
- child refugees and child victims of war protected in every way and having the same opportunities as all other children,
- disarmament, elimination of the arms trade and an end to the use of child soldiers.

We see the provision of health care:
- affordable and accessible life-saving drugs and treatment for all children,
- strong and accountable partnerships established among all to promote better health for children.

We see the eradication of HIV/AIDS:
- educational systems that include HIV prevention programmes,
- free testing and counselling centres,

Foro de la Infancia
Children's Forum
Forum des enfants
ons Special Session on Children
York
RHYS CAMPBELL
EMMEN SAEED
SECRETARY-GENERAL

UNICEF/02-0004/Markisz

- o information about HIV/AIDS freely available to the public,
- o orphans of AIDS and children living with HIV/AIDS cared for and enjoying the same opportunities as all other children.

We see the protection of the environment:
- o conservation and rescue of natural resources,
- o awareness of the need to live in environments that are healthy and favourable to our development,
- o accessible surroundings for children with special needs.

We see an end to the vicious cycle of poverty:
- o anti-poverty committees that bring about transparency in expenditure and give attention to the needs of all children,
- o cancellation of the debt that impedes progress for children.

We see the provision of education:
- o equal opportunities and access to quality education that is free and compulsory,
- o school environments in which children feel happy about learning,
- o education for life that goes beyond the academic and includes lessons in understanding, human rights, peace, acceptance and active citizenship.

We see the active participation of children:
- o raised awareness and respect among people of all ages about every child's right to full and meaningful participation, in the spirit of the Convention on the Rights of the Child,
- o children actively involved in decision-making at all levels and in planning, implementing, monitoring and evaluating all matters affecting the rights of the child.

We pledge an equal partnership in this fight for children's rights. And while we promise to support the actions you take on behalf of children, we also ask for your commitment and support in the actions we are taking – because the children of the world are misunderstood.

We are not the sources of problems; we are the
resources that are needed to solve them.
We are not expenses; we are investments.
We are not just young people; we are people and
citizens of this world.

Until others accept their responsibility to us, we will
fight for our rights.
We have the will, the knowledge, the sensitivity and
the dedication.
We promise that as adults we will defend children's
rights with the same passion that we have now
as children.
We promise to treat each other with dignity and respect.
We promise to be open and sensitive to
our differences.

We are the children of the world, and despite our
different backgrounds, we share a common reality.
We are united by our struggle to make the world a
better place for all.
You call us the future, but we are also the present.

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9

MOVING FORWARD

There is no turning back to an era when children suffered in silence, when they waited on the world's protection and charity. The Convention on the Rights of the Child has transformed the landscape irreversibly. Its 54 articles contain not only a clarity of thought and care of phrasing unusual in instruments of international law but also a rare wisdom of which the world should be justly proud. That it has been nearly universally accepted is a tribute in itself.

The effect of the Convention continues to be profound. From Malaysia to Mexico, Namibia to Norway, with every passing day more children understand more about their rights, and those living and working with them understand more about how to respect those rights. While work in child participation is still tentative, uneven and relatively unevaluated, there are lessons that cannot be unlearned.

One of the broadest, most profound lessons of all is that children are capable of much more than is normally thought: at virtually every age from birth onwards children's capacities are greater than previously imagined. Children will rise to meet the challenges in front of them.

But for the millions of children caught up in armed conflict or condemned to a half-life of sexual slavery or hazardous labour, the challenges are far greater than any child should have to bear. The world must protect its children far better than it does at present, even as it opens the door to their participation.

And open the door it must. Not only because the children who walk through it will be better able to protect themselves, but also because we cannot design a world fit for children without carefully listening to what they have to say.

Democracy is neither easy nor guaranteed. As UN Secretary-General Kofi Annan reminds us, "One of the greatest challenges to humankind in the new century will be the struggle to make the practice of democracy truly universal."[87]

If we are to meet the goals of 'A World Fit for Children' and attain the Millennium Development Goals, if we are to change this divided, damaged, conflict-ridden world by advancing the practice of democracy, if we are to make the world truly fit for all people – we will only do so with the full participation of children and young people.

Playful for the camera, this Rwandan orphan, himself a young photographer, has his picture snapped by 16-year-old J. Leon Imanizabayo.

'Through the Eyes of Children'/The Rwanda Project/2002

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MAPS

Pictorial representations of children's and young people's opinions expressed in polls and surveys, and of children's views on a world fit for children. The selected indices illustrate elements of the children's vision set against challenges to their well-being.

MAPS

1. What the children think .... page 74

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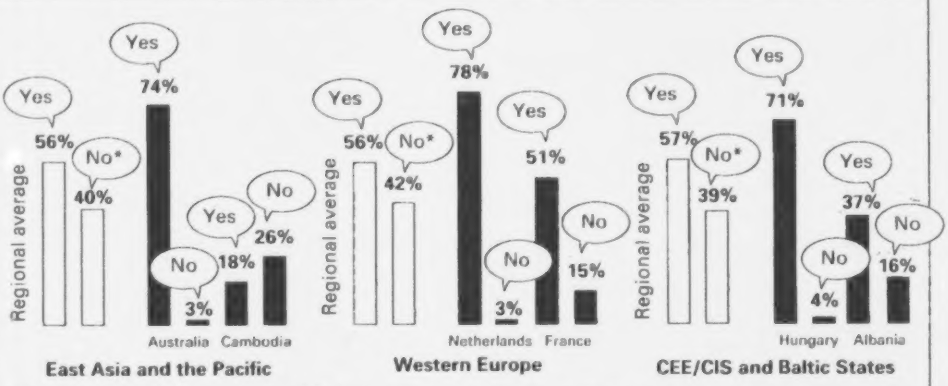
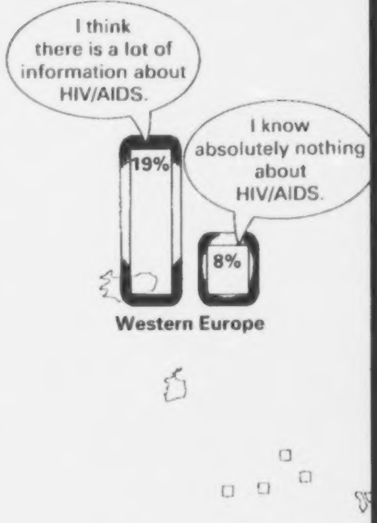


*Responses include: "No/not enough/it depends, sometimes yes, sometimes no."

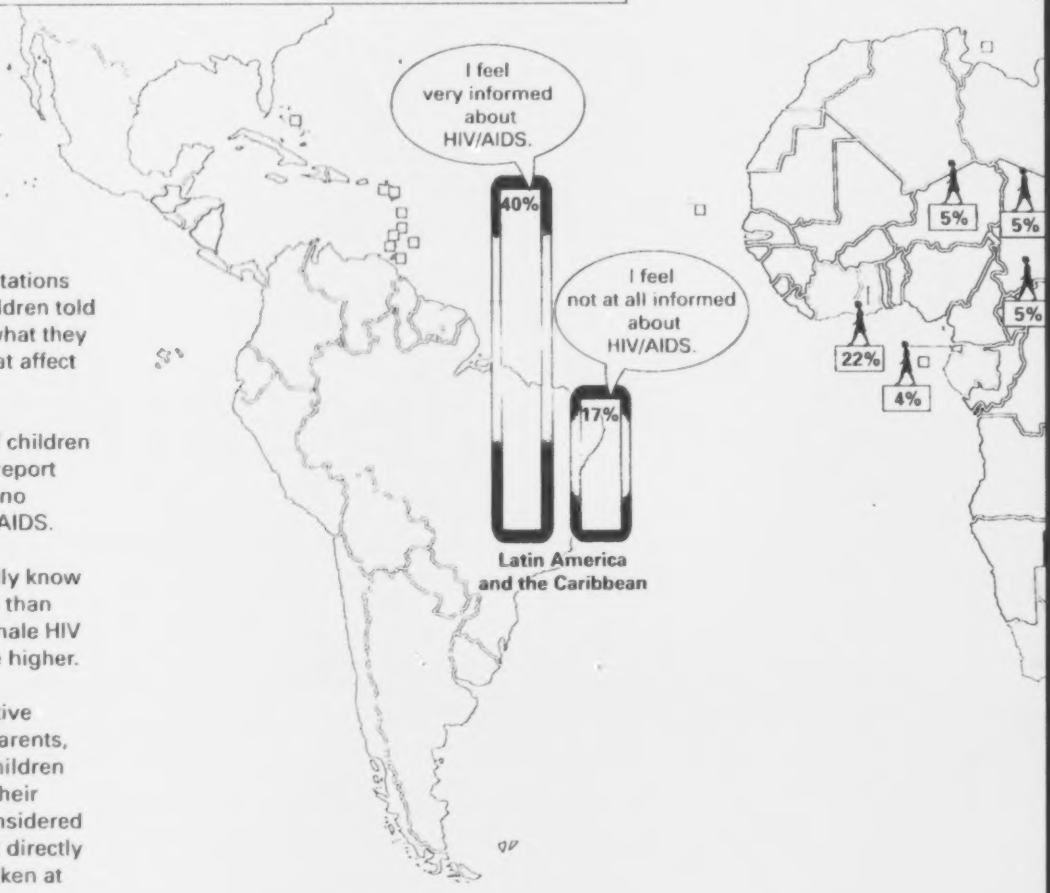
Children's involvement in domestic decision-making

The responses of children aged 9-18 who were asked if they are consulted before decisions are taken at home, regional average and selected countries

Source: UNICEF opinion polls, 1999, 2000, 2001.



I think there is a lot of information about HIV/AIDS.
19%
I know absolutely nothing about HIV/AIDS.
8%
Western Europe



I feel very informed about HIV/AIDS.
40%
I feel not at all informed about HIV/AIDS.
17%
Latin America and the Caribbean
5%
5%
5%
22%
4%

✱ In surveys and consultations around the world, children told what they think and what they know about issues that affect them.

- A high proportion of children and young women report having very little or no information on HIV/AIDS.
- Young women usually know less about HIV/AIDS than young men, and female HIV prevalence rates are higher.
- Despite largely positive relationships with parents, almost half of the children polled believe that their opinions are not considered when decisions that directly concern them are taken at home.
- With unemployment in Arab League countries at 15%, jobs and education top the list of concerns among 13- to 20-year-olds polled.

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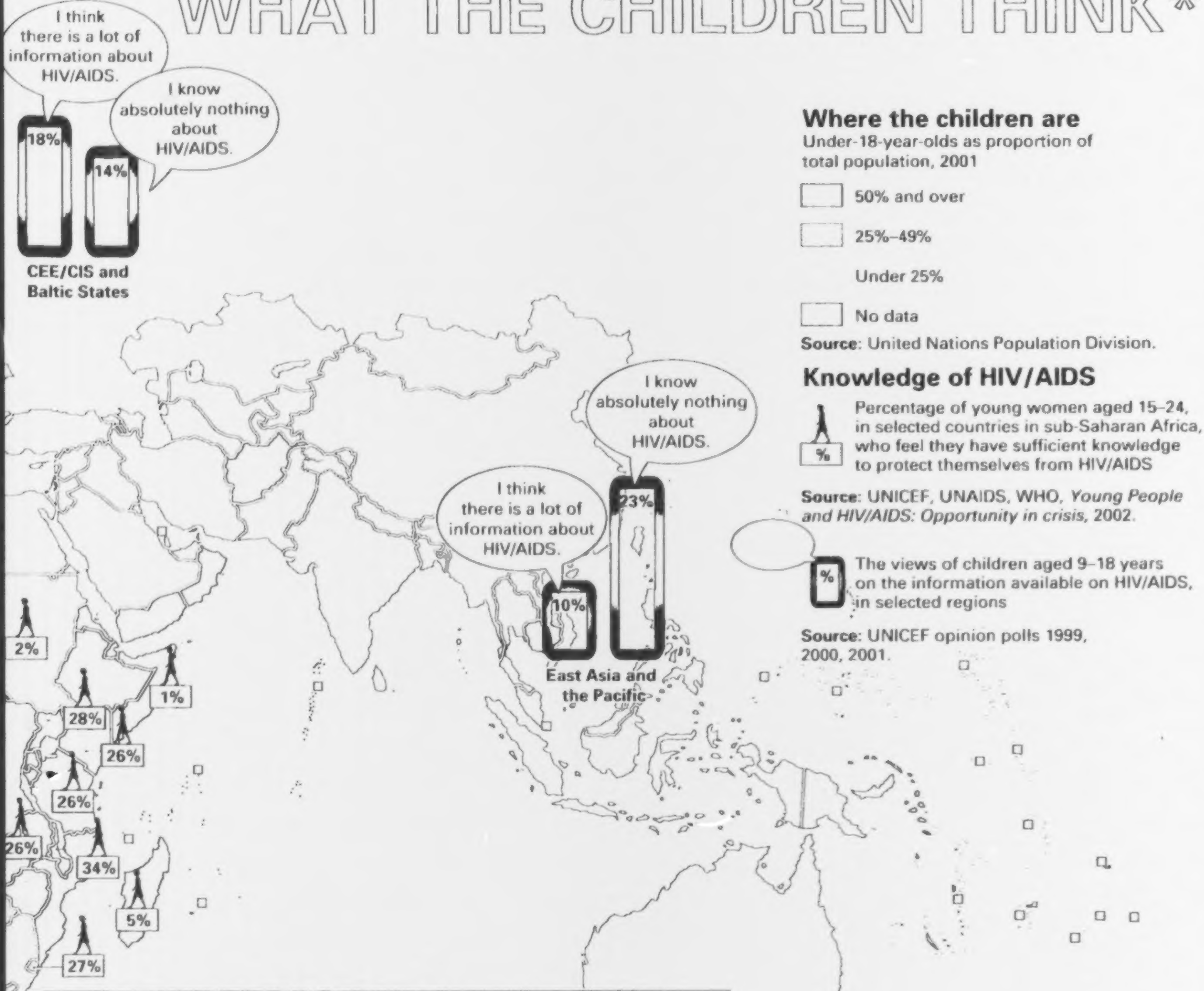
WHAT THE CHILDREN THINK*


I think there is a lot of information about HIV/AIDS.
18%
I know absolutely nothing about HIV/AIDS.
14%
CEE/CIS and Baltic States
I know absolutely nothing about HIV/AIDS.
23%
I think there is a lot of information about HIV/AIDS.
10%
East Asia and the Pacific
2%
1%
28%
26%
26%
26%
34%
5%
27%

Where the children are

Under-18-year-olds as proportion of total population, 2001

☐ 50% and over

☐ 25%–49%

Under 25%

☐ No data

Source: United Nations Population Division.

Knowledge of HIV/AIDS

% Percentage of young women aged 15–24, in selected countries in sub-Saharan Africa, who feel they have sufficient knowledge to protect themselves from HIV/AIDS

Source: UNICEF, UNAIDS, WHO, *Young People and HIV/AIDS: Opportunity in crisis*, 2002.

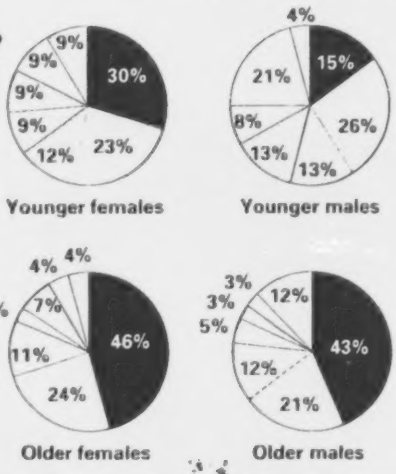
% The views of children aged 9–18 years on the information available on HIV/AIDS, in selected regions

Source: UNICEF opinion polls 1999, 2000, 2001.

What are the key issues for youth in Arab states?

The responses of 13- to 20-year-olds surveyed in 2001

- ■ Job opportunities
- ☐ Education
- ☐ Environment
- ☐ Poverty
- ☐ Participation in politics
- ☐ Health care
- ☐ Rich/poor divide



Source: UNDP, Regional Bureau for Arab States, *Arab Human Development Report 2002*. Numbers in pie charts rounded.

This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

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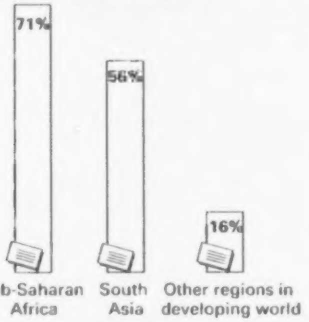
Birth registration

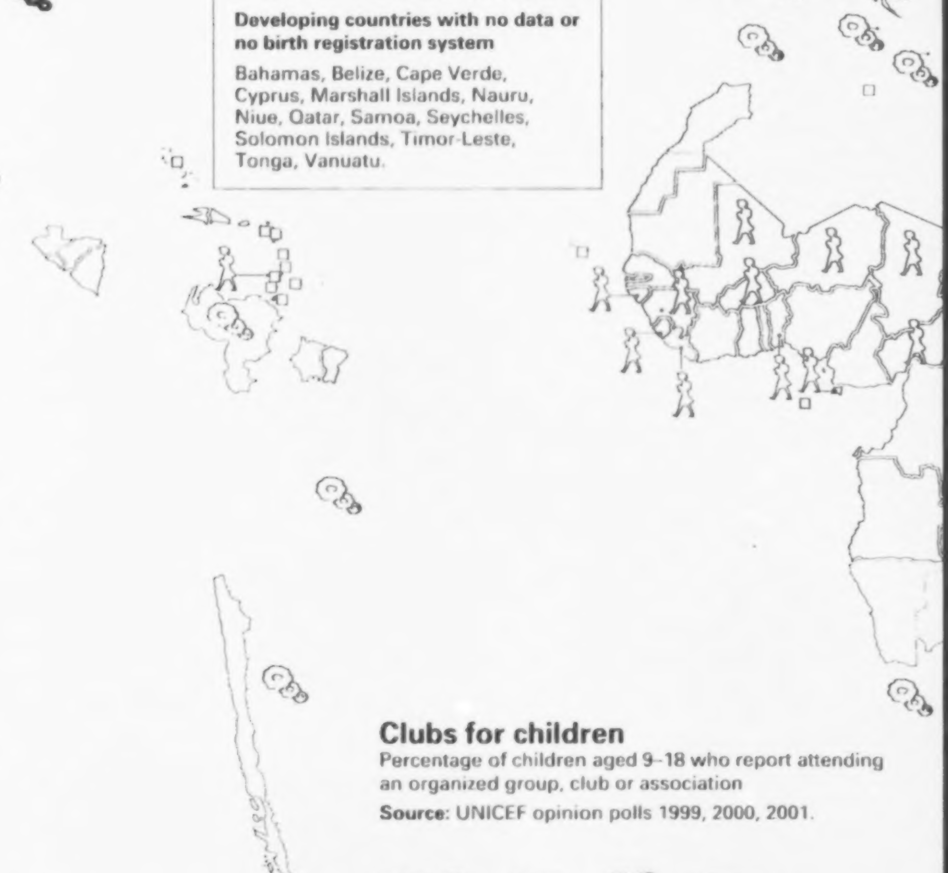
Percentage of annual births not registered by region, 2000

Source: UNICEF, 2001.



Developing countries with no data or no birth registration system

Bahamas, Belize, Cape Verde, Cyprus, Marshall Islands, Nauru, Niue, Qatar, Samoa, Seychelles, Solomon Islands, Timor-Leste, Tonga, Vanuatu.



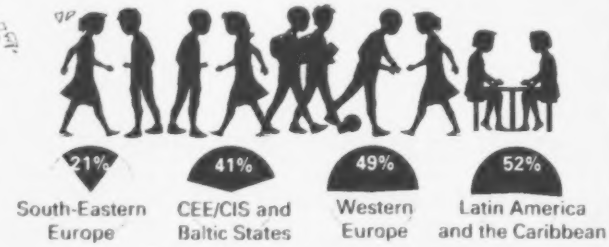
✱ In a statement made at the UN Special Session on Children, children asked world leaders to ensure every child's right to health care, education and healthy environments.

- Children who are not registered at birth are denied their identity, a recognized name and a nationality – all imperative for participation in society. In 2000, over 50 million babies were not registered, 41% of births worldwide.
- Nearly 120 million primary-school-age children are not in school, 53% of them girls.
- Millions of children under five die each year from diseases easily preventable by vaccines.
- Increases in greenhouse gases – such as carbon dioxide – caused by human activities contribute to global warming and climate change, which may lead to famines and other catastrophes.
- Children's participation, for example in peer groups, is essential to their healthy growth and development.

Clubs for children

Percentage of children aged 9–18 who report attending an organized group, club or association

Source: UNICEF opinion polls 1999, 2000, 2001.



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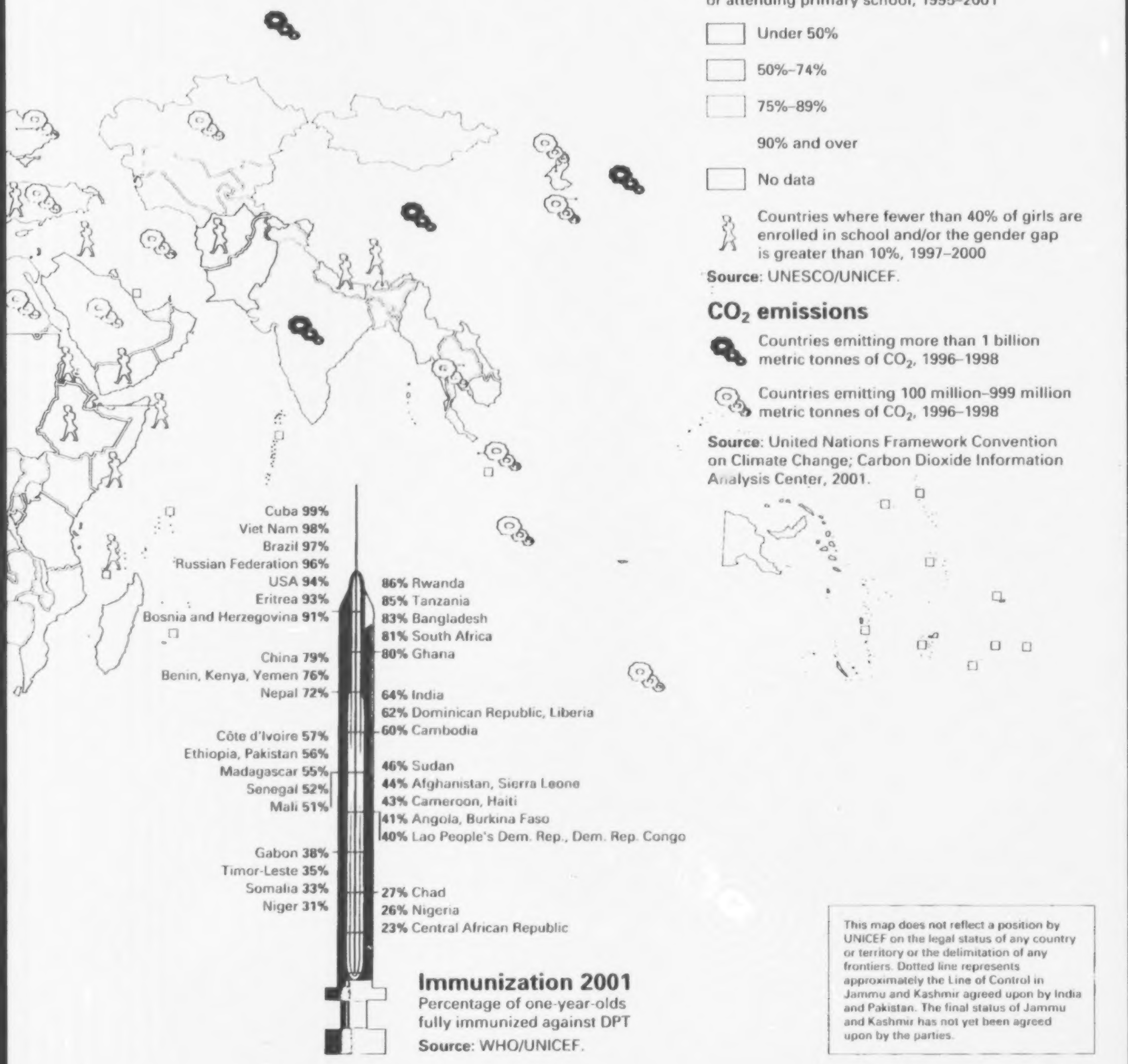
WHAT THE CHILDREN WANT*

Health, education, healthy environment


Cuba 99%
Viet Nam 98%
Brazil 97%
Russian Federation 96%
USA 94%
Eritrea 93%
Bosnia and Herzegovina 91%
China 79%
Benin, Kenya, Yemen 76%
Nepal 72%
Côte d'Ivoire 57%
Ethiopia, Pakistan 56%
Madagascar 55%
Senegal 52%
Mali 51%
Gabon 38%
Timor-Leste 35%
Somalia 33%
Niger 31%
86% Rwanda
85% Tanzania
83% Bangladesh
81% South Africa
80% Ghana
64% India
62% Dominican Republic, Liberia
60% Cambodia
46% Sudan
44% Afghanistan, Sierra Leone
43% Cameroon, Haiti
41% Angola, Burkina Faso
40% Lao People's Dem. Rep., Dem. Rep. Congo
27% Chad
26% Nigeria
23% Central African Republic

School enrolment

Proportion of children enrolled in or attending primary school, 1995–2001

- ☐ Under 50%
- ☐ 50%–74%
- ☐ 75%–89%
- 90% and over
- ☐ No data
- Countries where fewer than 40% of girls are enrolled in school and/or the gender gap is greater than 10%, 1997–2000

Source: UNESCO/UNICEF.

CO_2 emissions

- Countries emitting more than 1 billion metric tonnes of CO_2, 1996–1998
- Countries emitting 100 million–999 million metric tonnes of CO_2, 1996–1998

Source: United Nations Framework Convention on Climate Change; Carbon Dioxide Information Analysis Center, 2001.

Immunization 2001

Percentage of one-year-olds fully immunized against DPT

Source: WHO/UNICEF.

This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

✱Children told world leaders at the Special Session on Children what they want: an end to poverty, exploitation and war.

- With poverty a major factor, 150 million children in developing countries are underweight, which increases the risk of death and inhibits mental and physical development.
- Since 1990, over 2 million children have been killed and 6 million have been seriously injured in wars.
- Legally binding, ILO Convention No. 182 protects children from abuse and exploitation. Some 180 million children aged 5–17 are believed to be engaged in the worst forms of child labour – one child in every eight worldwide. Every year, 1.2 million children are trafficked.
- 14 million children currently under 15 years old have lost one or both parents to AIDS.

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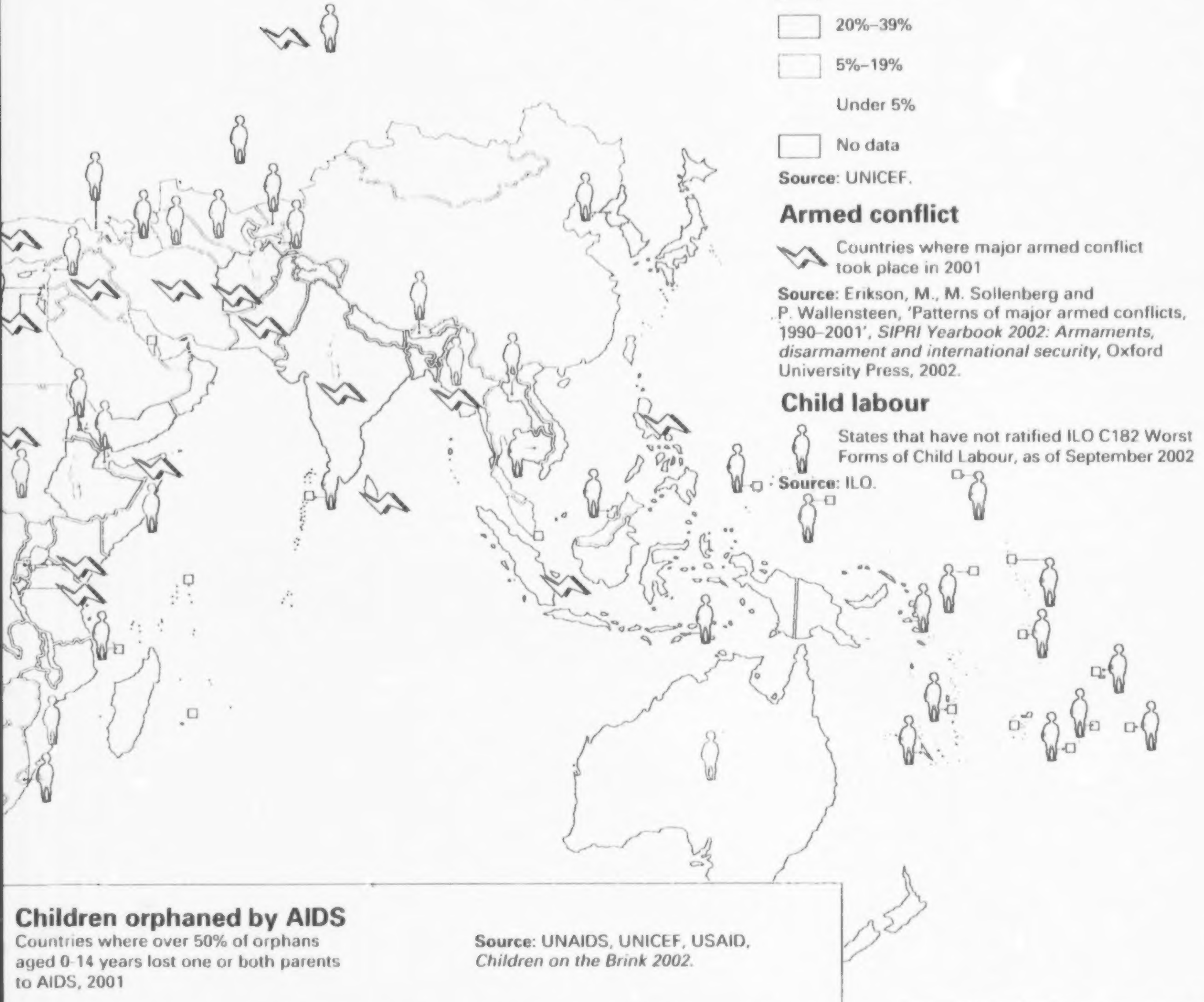
WHAT THE CHILDREN WANT*

Protection



Hunger

Percentage of children under 5 years old who are moderately or severely underweight, 1995–2001

- ▩ 40% and over
- ▨ 20%–39%
- ░ 5%–19%
- Under 5%
- ☐ No data

Source: UNICEF.

Armed conflict

Countries where major armed conflict took place in 2001

Source: Erikson, M., M. Sollenberg and P. Wallensteen, 'Patterns of major armed conflicts, 1990–2001', *SIPRI Yearbook 2002: Armaments, disarmament and international security*, Oxford University Press, 2002.

Child labour

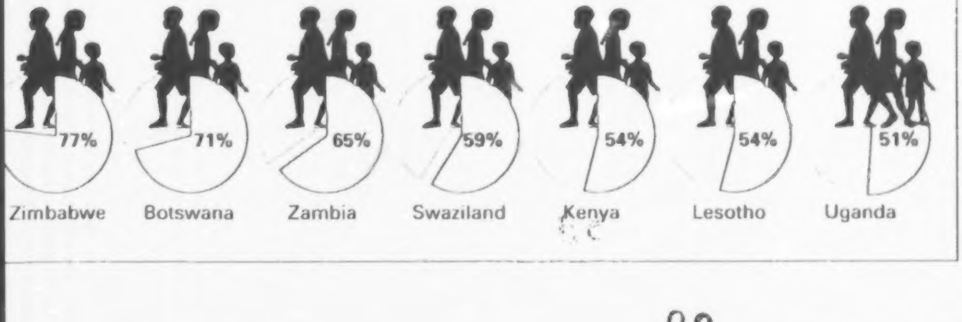
States that have not ratified ILO C182 Worst Forms of Child Labour, as of September 2002

Source: ILO.

Children orphaned by AIDS

Countries where over 50% of orphans aged 0-14 years lost one or both parents to AIDS, 2001

Source: UNAIDS, UNICEF, USAID, *Children on the Brink 2002*.



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General notes on the maps

These maps are based on UNICEF opinion polls, on consultations with children throughout the world, on various data sources and on the statement 'A World Fit for Us', delivered at the UN Special Session on Children in May 2002 (*see Panel 8, pages 66-67*).

Data sources for illustrations are given on each map. As many countries and territories as space allows have been included. Some countries and island nations are surrounded by a box if an indicator may not otherwise be seen easily.

Map 1. What the children think: UNICEF opinion polls collected representative samples of opinions from boys and girls that illustrate the views of 103 million 9- to 18-year-olds in Latin America and the Caribbean; 93 million 9- to 17-year-olds in Western Europe, CEE/CIS and the Baltic States; and 300 million 9- to 17-year-olds in East Asia and the Pacific. Due to different questions asked in the three regions, the results included here should not be used to compare countries in different regions. This is true for questions that seem the same but differ in the allowed responses. The views children expressed on the information available on HIV/AIDS in these regions are children's perceptions of their knowledge, not based on any test of their knowledge. The young women in selected countries in sub-Saharan Africa who feel they have sufficient knowledge to protect themselves from HIV/AIDS both correctly identified ways of preventing the sexual transmission of HIV and rejected major misconceptions about HIV transmission or prevention. This indicator is a composite of two prevention methods (condom use and one faithful partner) and these misconceptions. The key issues for young Arabs were sampled from two groups: 15- to 20-year-olds in Egypt, Jordan, Lebanon, Libyan Arab Jamahiriya, Saudi Arabia and the United Arab Emirates in 2001; and 13- to 17-year-old participants from 14 Arab countries at the Arab Children's Conference, held in Amman, Jordan, in July 2001.

Map 2. What the children want – health, education, healthy environment: No special note.

Map 3. What the children want – protection: Hunger and malnutrition are broad terms, each denoting complex issues – food insecurity, poverty, lack of delivery of services, inadequate care and unsafe water, to name a few. Both a cause and a consequence of income poverty, this indicator is shown here as a proxy for a poverty indicator. Using the *SIPRI Yearbook 2002*, a 'major armed conflict' is defined as a contested incompatibility that concerns government and/or territory over which the use of armed force between the military forces of two parties, of which at least one is the government of a State, has resulted in at least 1,000 battle-related deaths in any single year.

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STATISTICAL TABLES

Economic and social statistics on the countries and territories of the world, with particular reference to children's well-being.

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General note on the data

The data presented in the following statistical tables are accompanied by definitions, sources and explanations of symbols. Data from the responsible United Nations agency have been used whenever possible. Where such internationally standardized estimates do not exist, the tables draw on other sources, particularly data received from the appropriate UNICEF field office. Where possible, only comprehensive or representative national data have been used.

Data quality is likely to be adversely affected for countries that have recently suffered from man-made or natural disasters. This is particularly so where basic country infrastructure has been fragmented or major population movements have occurred.

Several of the indicators, such as the data for life expectancy, total fertility rates and crude birth and death rates, are part of the regular work on estimates and projections undertaken by the United Nations Population Division. These and other internationally produced estimates are revised periodically, which explains why some of the data will differ from those found in earlier UNICEF publications.

A new statistical table has been introduced this year that provides data on HIV/AIDS and malaria. On HIV/AIDS, the table includes the prevalence and number of people living with HIV/AIDS, AIDS prevention and orphans. On malaria, the table includes the use of bednets and insecticide-treated bednets, as well as treatment of fever with appropriate anti-malarial drugs. Only countries where adult prevalence of HIV/AIDS is 1 per cent or higher and/or where 50 per cent or more of the population lives in malaria endemic areas are included.

In addition, changes have been made to tables 2 and 3. To better reflect the recommendation of exclusive breastfeeding for the first 6 months of life, as stated in the *World Fit for Children* goal on infant feeding, the exclusive breastfeeding rates in table 2 have been recalculated for infants aged 0 to 6 months of age. Because these data include older infants, and exclusive breastfeeding tends to decline with age, the levels are lower than those previously reported for the younger, 0-to-4 months age range.

Data on immunization coverage for hepatitis B have been added to table 3. By 2002, 80 per cent of countries with adequate delivery systems are expected to have introduced the hepatitis B vaccine, and all countries by 2007.

Explanation of symbols

Since the aim of this statistics chapter is to provide a broad picture of the situation of children and women worldwide, detailed data qualifications and footnotes are seen as more appropriate for inclusion elsewhere. The following symbols are common across all tables; symbols specific to a particular table are included in the table footnotes:

-	Indicates data are not available.
x	Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country. Such data are not included in the regional averages or totals.
*	Data refer to the most recent year available during the period specified in the column heading.

Under-five mortality rankings

The following list ranks countries and territories in descending order of their estimated 2001 under-five mortality rate (U5MR), a critical indicator of the well-being of children. Countries and territories are listed alphabetically in the tables that follow. Note that East Timor officially changed its name to Timor-Leste after these tables were prepared.

	Under-5 mortality rate	
	Value	Rank
Sierra Leone	316	1
Niger	265	2
Angola	260	3
Afghanistan	257	4
Liberia	235	5
Mali	231	6
Somalia	225	7
Guinea-Bissau	211	8
Congo, Democratic Republic of the	205	9
Zambia	202	10
Chad	200	11
Burkina Faso	197	12
Mozambique	197	12
Burundi	190	14
Malawi	183	15
Mauritania	183	15
Nigeria	183	15
Rwanda	183	15
Central African Republic	180	19
Côte d'Ivoire	175	20
Ethiopia	172	21
Guinea	169	22
Tanzania, United Republic of	165	23
Benin	158	24
Cameroon	155	25
Equatorial Guinea	153	26
Swaziland	149	27
Djibouti	143	28
Togo	141	29
Cambodia	138	30
Senegal	138	30
Madagascar	136	32
Iraq	133	33
Lesotho	132	34
Gambia	126	35
Timor-Leste (East Timor)	124	36
Uganda	124	36
Haiti	123	38
Zimbabwe	123	38
Kenya	122	40
Eritrea	111	41
Botswana	110	42
Myanmar	109	43
Pakistan	109	43
Congo	108	45
Sudan	107	46
Yemen	107	46
Azerbaijan	105	48
Ghana	100	49
Lao People's Democratic Republic	100	49
Turkmenistan	99	51
Bhutan	95	52
Papua New Guinea	94	53
India	93	54
Nepal	91	55
Gabon	90	56
Comoros	79	57
Bangladesh	77	58
Bolivia	77	58
Maldives	77	58
Kazakhstan	76	61
Mongolia	76	61
Sao Tome and Principe	74	63
Guyana	72	64
Tajikistan	72	64
South Africa	71	66
Kiribati	69	67
Uzbekistan	68	68
Namibia	67	69
Marshall Islands	66	70
Kyrgyzstan	61	71
Guatemala	58	72
Korea, Democratic People's Republic of	55	73
Tuvalu	52	74
Algeria	49	75
Dominican Republic	47	76
Indonesia	45	77
Morocco	44	78
Nicaragua	43	79
Turkey	43	79
Iran (Islamic Republic of)	42	81
Vanuatu	42	81
Egypt	41	83
Belize	40	84
China	39	85
El Salvador	39	85
Peru	39	85
Cape Verde	38	88
Honduras	38	88
Philippines	38	88
Viet Nam	38	88
Brazil	36	92
Armenia	35	93
Jordan	33	94
Lebanon	32	95
Moldova, Republic of	32	95
Suriname	32	95
Albania	30	98
Ecuador	30	98
Nauru	30	98
Paraguay	30	98
Georgia	29	102
Mexico	29	102
Palau	29	102
Saudi Arabia	28	105
Syrian Arab Republic	28	105
Thailand	28	105
Tunisia	27	108
The former Yugoslav Republic of Macedonia	26	109
Grenada	25	110
Panama	25	110
Saint Vincent and the Grenadines	25	110
Samoa	25	110
Micronesia (Federated States of)	24	114
Occupied Palestinian Territory	24	114
Saint Kitts and Nevis	24	114
Solomon Islands	24	114
Colombia	23	118
Cook Islands	23	118
Venezuela	22	120
Fiji	21	121
Latvia	21	121
Romania	21	121
Russian Federation	21	121
Belarus	20	125
Jamaica	20	125
Tonga	20	125
Trinidad and Tobago	20	125
Ukraine	20	125
Argentina	19	130
Libyan Arab Jamahiriya	19	130
Mauritius	19	130
Saint Lucia	19	130
Sri Lanka	19	130
Yugoslavia	19	130
Bosnia and Herzegovina	18	136
Seychelles	17	137
Bahamas	16	138
Bahrain	16	138
Bulgaria	16	138
Qatar	16	138
Uruguay	16	138
Dominica	15	143
Antigua and Barbuda	14	144
Barbados	14	144
Oman	13	146
Chile	12	147
Estonia	12	147
Costa Rica	11	149
Liechtenstein	11	149
Kuwait	10	151
Cuba	9	152
Hungary	9	152
Lithuania	9	152
Poland	9	152
Slovakia	9	152
United Arab Emirates	9	152
Croatia	8	158
Malaysia	8	158
United States	8	158
Andorra	7	161
Canada	7	161
United Kingdom	7	161
Australia	6	164
Belgium	6	164
Brunei Darussalam	6	164
Cyprus	6	164
France	6	164
Ireland	6	164
Israel	6	164
Italy	6	164
Netherlands	6	164
New Zealand	6	164
Portugal	6	164
San Marino	6	164
Spain	6	164
Switzerland	6	164
Austria	5	178
Czech Republic	5	178
Finland	5	178
Germany	5	178
Greece	5	178
Japan	5	178
Korea, Republic of	5	178
Luxembourg	5	178
Malta	5	178
Monaco	5	178
Slovenia	5	178
Denmark	4	189
Iceland	4	189
Norway	4	189
Singapore	4	189
Sweden	3	193
Holy See	no data	-
Niue	no data	-

TABLE 1. BASIC INDICATORS

Countries and territories	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/ attendance (%) 1995-2001*	% share of household income 1990-2000*	
		1960	2001	1960	2001								lowest 40%	highest 20%
Afghanistan	**4**	360	257	215	165	22474	1078	277	250x	43	36	24	-	-
Albania	**98**	151	30	112	26	3145	59	2	1230	73	-	90	-	-
Algeria	**75**	280	49	164	39	30841	750	37	1630	70	63	97	19	43
Andorra	**161**	-	7	-	6	90	1	0	d	-	-	-	-	-
Angola	**3**	345	260	208	154	13527	697	181	500	45	-	64	-	-
Antigua and Barbuda	**144**	-	14	-	12	65	1	0	9070	-	82x	98	-	-
Argentina	**130**	72	19	60	16	37488	724	14	6960	74	97	100	-	-
Armenia	**93**	-	35	-	31	3788	36	1	560	73	99x	-	15	51
Australia	**164**	24	6	20	6	19338	249	1	19770	79	-	95	18	41
Austria	**178**	43	5	37	5	8075	71	0	23940	78	-	91	20	38
Azerbaijan	**48**	-	105	-	74	8096	107	11	650	72	97x	91	18	43
Bahamas	**138**	68	16	51	13	308	6	0	14960x	69	96	88	-	-
Bahrain	**138**	160	16	110	13	652	11	0	9370x	74	88	84	-	-
Bangladesh	**58**	248	77	149	51	140369	4284	330	370	60	41	79	21	43
Barbados	**144**	90	14	74	12	268	3	0	9250x	77	98	90	-	-
Belarus	**125**	47	20	37	17	10147	91	2	1190	69	99	85x	27	33
Belgium	**164**	35	6	31	5	10264	102	1	23340	79	-	100	22	37
Belize	**84**	104	40	74	34	231	6	0	2910	74	80x	100	-	-
Benin	**24**	296	158	176	94	6446	269	43	360	54	37	70	-	-
Bhutan	**52**	300	95	175	74	2141	75	7	640	62	47	53	-	-
Bolivia	**58**	255	77	152	60	8516	267	21	940	63	86	91	13	49
Bosnia and Herzegovina	**136**	160	18	105	15	4067	39	1	1240	74	93x	98	-	-
Botswana	**42**	173	110	118	80	1554	49	5	3630	39	77	84	-	-
Brazil	**92**	177	36	115	31	172559	3363	121	3060	68	85	97	8	64
Brunei Darussalam	**164**	87	6	63	6	335	7	0	24630x	76	92	91x	-	-
Bulgaria	**138**	70	16	49	14	7867	62	1	1560	71	99	95	24	37
Burkina Faso	**12**	315	197	181	104	11856	558	110	210	47	23	35	12	60
Burundi	**14**	250	190	148	114	6502	284	54	100	41	48	47	15	48
Cambodia	**30**	-	138	-	97	13441	479	66	270	56	68x	65	18	48
Cameroon	**25**	255	155	151	96	15203	558	86	570	50	75	74	13	53
Canada	**161**	33	7	28	5	31015	342	2	21340	79	-	99	20	39
Cape Verde	**88**	-	38	-	29	437	13	0	1310	70	73	99	-	-
Central African Republic	**19**	327	180	187	115	3782	144	26	270	44	46	43	7	65
Chad	**11**	-	200	-	117	8135	396	79	200	46	54	39	-	-
Chile	**147**	155	12	118	10	15402	287	3	4350	75	96	89	10	61
China	**85**	225	39	150	31	1284972	18841	735	890	71	85	93	16	47
Colombia	**118**	125	23	79	19	42803	979	23	1910	71	92	90	10	61
Comoros	**57**	265	79	200	59	727	28	2	380	60	74x	34	-	-
Congo	**45**	220	108	143	81	3110	139	15	700	51	81	96x	-	-
Congo, Democratic Republic of the	**9**	302	205	174	129	52522	2507	514	100x	52	67x	51	-	-
Cook Islands	**118**	-	23	-	19	20	0	0	-	-	-	98	-	-
Costa Rica	**149**	123	11	87	9	4112	92	1	3950	77	96	91	13	51
Côte d'Ivoire	**20**	290	175	195	102	16349	581	102	630	48	47	57	18	44
Croatia	**158**	98	8	70	7	4655	54	0	4650	74	98	72	22	38
Cuba	**152**	54	9	39	7	11237	134	1	1170x	76	96	99	-	-
Cyprus	**164**	36	6	30	5	790	11	0	12370x	78	97	81	-	-
Czech Republic	**178**	25	5	22	4	10260	90	0	5270	75	-	90	25	36
Denmark	**189**	25	4	22	4	5333	61	0	31090	76	-	99	25	35
Djibouti	**28**	289	143	186	100	644	25	4	890	42	51	31	-	-
Dominica	**143**	-	15	-	14	71	1	0	3060	-	-	89	-	-
Dominican Republic	**76**	149	47	102	41	8507	201	9	2230	67	84	92	14	53
East Timor	**36**	-	124	-	85	750	20	2	-	49	-	-	-	-
Ecuador	**98**	178	30	107	24	12880	308	9	1240	70	92	98	15	50
Egypt	**83**	282	41	189	35	69080	1672	69	1530	68	55	86	23	39
El Salvador	**85**	191	39	130	33	6400	167	7	2050	70	79	81	11	56
Equatorial Guinea	**26**	316	153	188	101	470	20	3	700	51	83	38	-	-
Eritrea	**41**	-	111	-	72	3816	152	17	190	52	30x	40	-	-
Estonia	**147**	52	12	40	11	1377	12	0	3880	71	98x	98	18	45
Ethiopia	**21**	269	172	180	116	64459	2848	490	100	44	39	30	18	48

	Under-5 mortality rank	Under-5 mortality rate 1960	Under-5 mortality rate 2001	Infant mortality rate (under 1) 1960	Infant mortality rate (under 1) 2001	Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/ attendance (%) 1995-2001*	% share of household income 1990-2000* lowest 40%	% share of household income 1990-2000* highest 20%
Fiji	**121**	97	21	71	18	823	20	0	2130	69	93	99	-	-
Finland	**178**	28	5	22	4	5178	52	0	23940	78	-	100	24	36
France	**164**	34	6	29	4	59453	733	4	22690	79	-	100	20	40
Gabon	**56**	-	90	-	60	1262	48	4	3160	53	71	93	-	-
Gambia	**35**	364	126	207	91	1337	51	6	330	47	37	46	12	55
Georgia	**102**	70	29	52	24	5239	56	2	620	73	100x	98	18	44
Germany	**178**	40	5	34	4	82007	697	3	23700	78	-	87	21	39
Ghana	**49**	215	100	126	57	19734	653	65	290	57	70	50	16	47
Greece	**178**	64	5	53	5	10623	96	0	11780	78	97	97	20	40
Grenada	**110**	-	25	-	20	94	2	0	3720	-	-	98	-	-
Guatemala	**72**	202	58	136	43	11687	409	24	1670	65	69	81	11	61
Guinea	**22**	380	169	215	109	8274	365	62	400	48	41	49	17	47
Guinea-Bissau	**8**	-	211	-	130	1227	55	12	160	45	37	41	9	59
Guyana	**64**	126	72	100	54	763	17	1	840	63	98	97	17	47
Haiti	**38**	253	123	169	79	8270	256	31	480	53	49	54	-	-
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	**88**	204	38	137	31	6575	204	8	900	66	81x	86	9	59
Hungary	**152**	57	9	51	8	9917	89	1	4800	72	99	90	25	34
Iceland	**189**	22	4	17	3	281	4	0	28880	79	-	100	-	-
India	**54**	242	93	146	67	1025096	25112	2335	460	64	56	76	20	46
Indonesia	**77**	216	45	128	33	214840	4440	200	680	67	87	91	21	41
Iran (Islamic Republic of)	**81**	281	42	164	35	71369	1592	67	1750	69	77	97	-	-
Iraq	**33**	171	133	117	107	23584	823	109	2170x	63	58x	93	-	-
Ireland	**164**	36	6	31	6	3841	57	0	23060	77	-	90	18x	43x
Israel	**164**	39	6	32	6	6172	126	1	16710x	79	96	100	17	44
Italy	**164**	50	6	44	4	57503	505	3	19470	79	98	100	23	36
Jamaica	**125**	74	20	56	17	2598	54	1	2720	75	87	94	17	46
Japan	**178**	40	5	31	3	127335	1192	6	35990	81	-	100	25	36
Jordan	**94**	139	33	97	27	5051	169	6	1750	71	90	94	19	44
Kazakhstan	**61**	-	76	-	61	16095	263	20	1360	65	98x	88	18	42
Kenya	**40**	205	122	122	78	31293	1080	132	340	50	82	74	15	51
Kiribati	**67**	-	69	-	51	84	3	0	830	-	-	71	-	-
Korea, Democratic People's Republic of	**73**	120	55	85	42	22428	387	21	a	65	100x	-	-	-
Korea, Republic of	**178**	127	5	90	5	47069	611	3	9400	75	98	97	20	39
Kuwait	**151**	128	10	89	9	1971	35	0	18030x	76	82	66	-	-
Kyrgyzstan	**71**	180	61	135	52	4986	101	6	280	68	97x	82	19	43
Lao People's Democratic Republic	**49**	235	100	155	87	5403	197	20	310	54	62	69	19	45
Latvia	**121**	44	21	35	17	2406	18	0	3300	71	100	93	21	40
Lebanon	**95**	85	32	65	28	3556	69	2	4010	73	86	90	-	-
Lesotho	**34**	203	132	137	91	2057	68	9	550	44	84	65	9x	60x
Liberia	**5**	288	235	190	157	3108	172	40	490x	53	53	83	-	-
Libyan Arab Jamahiriya	**130**	270	19	159	16	5408	146	3	5540x	71	80	96	-	-
Liechtenstein	**149**	-	11	-	10	33	0	0	d	-	-	-	-	-
Lithuania	**152**	70	9	52	8	3689	33	0	3270	72	100	94	21	40
Luxembourg	**178**	41	5	33	5	442	5	0	41770	78	-	96	23	37
Madagascar	**32**	186	136	112	84	16437	696	95	260	53	47x	52	17	45
Malawi	**15**	361	183	205	114	11572	525	96	170	40	60	78	-	-
Malaysia	**158**	105	8	73	8	22633	522	4	3640	73	88	94	13	54
Maldives	**58**	300	77	180	58	300	11	1	2040	67	96	98	-	-
Mali	**6**	517	231	293	141	11677	583	135	210	52	40	43	13	56
Malta	**178**	42	5	37	5	392	5	0	9120x	78	92	99	-	-
Marshall Islands	**70**	-	66	-	54	52	2	0	2190	-	-	100	-	-
Mauritania	**15**	310	183	180	120	2747	120	22	350	52	40	61	18	44
Mauritius	**130**	92	19	67	17	1171	19	0	3830	72	84	94	-	-
Mexico	**102**	134	29	94	24	100368	2295	67	5540	73	91	100	11	57
Micronesia (Federated States of)	**114**	-	24	-	20	126	4	0	2150	-	-	-	-	-
Moldova, Republic of	**95**	88	32	64	27	4285	50	2	380	67	99	86	16	47

TABLE 1. BASIC INDICATORS

	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/ attendance (%) 1995-2001*	% share of household income 1990-2000*	
		1960	2001	1960	2001								lowest 40%	highest 20%
Monaco	**178**	-	5	-	4	34	0	0	d	-	-	-	-	-
Mongolia	**61**	-	76	-	61	2559	57	4	400	63	99	85	20	41
Morocco	**78**	211	44	132	39	30430	775	34	1180	68	49	74	17	47
Mozambique	**12**	313	197	180	125	18644	795	157	210	39	44	50	17	47
Myanmar	**43**	252	109	169	77	48364	1173	128	220x	56	85	68	-	-
Namibia	**69**	206	67	129	55	1788	63	4	1960	45	82	80	-	-
Nauru	**98**	-	30	-	25	13	0	0	-	-	95x	98	-	-
Nepal	**55**	315	91	212	66	23593	821	75	250	59	41	66	19	45
Netherlands	**164**	22	6	18	5	15930	175	1	24040	78	-	100	20	40
New Zealand	**164**	26	6	22	6	3808	53	0	12380	78	-	100	-	-
Nicaragua	**79**	193	43	130	36	5208	173	7	420x	69	64	80	8	64
Niger	**2**	354	265	211	156	11227	625	166	170	46	16	30	10	53
Nigeria	**15**	207	183	123	110	116929	4702	860	290	52	64	56	13	56
Niue	-	-	-	-	-	2	0	-	-	-	-	100	-	-
Norway	**189**	23	4	19	4	4488	53	0	35530	79	-	100	24	36
Occupied Palestinian Territory	**114**	-	24	-	21	3311	132	3	1350	72	-	94	-	-
Oman	**146**	280	13	164	12	2622	94	1	4940x	71	72	65	-	-
Pakistan	**43**	227	109	139	84	144971	5340	582	420	60	43	46	22	41
Palau	**102**	-	29	-	24	20	1	0	6730	-	-	-	-	-
Panama	**110**	88	25	58	19	2899	61	2	3290	74	92	98	12	53
Papua New Guinea	**53**	214	94	143	70	4920	160	15	580	57	76	84	12	57
Paraguay	**98**	90	30	66	26	5636	170	5	1300	70	93	91	8	61
Peru	**85**	234	39	142	30	26093	606	24	2000	69	90	100	13	51
Philippines	**88**	110	38	80	29	77131	2065	78	1040x	70	95	96	14	52
Poland	**152**	70	9	62	8	38577	370	3	4240	74	100	97	21	40
Portugal	**164**	112	6	81	5	10033	113	1	10670	76	92	100	19	43
Qatar	**138**	140	16	94	11	575	10	0	12000x	70	81	95	-	-
Romania	**121**	82	21	69	19	22388	233	5	1710	70	98	93	21	40
Russian Federation	**121**	64	21	48	18	144664	1230	26	1750	66	99	93x	13	54
Rwanda	**15**	206	183	122	96	7949	320	59	220	40	67	68	23x	39x
Saint Kitts and Nevis	**114**	-	24	-	20	38	1	0	6880	-	-	89	-	-
Saint Lucia	**130**	-	19	-	17	149	3	0	3970	74	-	96	15	48
Saint Vincent and the Grenadines	**110**	-	25	-	22	114	2	0	2690	-	-	84	-	-
Samoa	**110**	210	25	134	20	159	4	0	1520	70	-	97	-	-
San Marino	**164**	-	6	-	4	27	0	0	d	-	-	-	-	-
Sao Tome and Principe	**63**	-	74	-	57	140	6	0	280	-	-	74	-	-
Saudi Arabia	**105**	250	78	170	23	21028	715	20	7230x	72	77	58	-	-
Senegal	**30**	300	138	173	79	9662	369	51	480	54	37	47	17	48
Seychelles	**137**	-	17	-	13	81	3	0	7050x	-	88x	100	-	-
Sierra Leone	**1**	390	316	220	182	4587	232	73	140	40	36	37	3x	63x
Singapore	**189**	40	4	31	3	4108	48	0	24740x	78	92	93	-	-
Slovakia	**152**	40	9	33	8	5403	55	0	3700	73	100	-	28	31
Slovenia	**178**	45	5	37	4	1985	17	0	9780	76	100x	94	23	38
Solomon Islands	**114**	185	24	120	20	463	18	0	580	69	-	-	-	-
Somalia	**7**	-	225	-	133	9157	481	108	120x	48	-	12	-	-
South Africa	**66**	130	71	89	56	43792	1105	78	2900	50	85	95	8	65
Spain	**164**	57	6	46	4	39921	359	2	14860	79	98	100	20	40
Sri Lanka	**130**	133	19	83	17	19104	332	6	830	72	92	97	20	43
Sudan	**46**	208	107	123	65	31809	1098	117	330	56	57	45	-	-
Suriname	**95**	98	32	70	26	419	8	0	1690	71	94	89	-	-
Swaziland	**27**	225	149	150	106	938	32	5	1300	42	80	71	9	64
Sweden	**193**	20	3	16	3	8833	75	0	25400	80	-	100	24	35
Switzerland	**164**	27	6	22	5	7170	65	0	36970	79	-	99	20	40
Syrian Arab Republic	**105**	201	28	136	23	16610	495	14	1000	71	74	99	-	-
Tajikistan	**64**	140	72	95	53	6135	149	11	170	68	99	84	21	40
Tanzania, United Republic of	**23**	241	165	142	104	35965	1393	230	270	51	75	47	18	46
Thailand	**105**	148	28	103	24	63584	1170	33	1970	70	96	81	16	48

	Under-5 mortality rank	Under-5 mortality rate 1960	Under-5 mortality rate 2001	Infant mortality rate (under 1) 1960	Infant mortality rate (under 1) 2001	Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/ attendance (%) 1995-2001*	% share of household income 1990-2000* lowest 40%	% share of household income 1990-2000* highest 20%
The former Yugoslav Republic of Macedonia	**109**	177	26	120	22	2044	25	1	1690	73	-	94	-	-
Togo	**29**	267	141	158	79	4657	182	26	270	52	57	63	-	-
Tonga	**125**	-	20	-	17	99	2	0	1530	-	99x	95	-	-
Trinidad and Tobago	**125**	73	20	61	17	1300	17	0	5540	75	98	93	16	46
Tunisia	**108**	254	27	170	21	9562	176	5	2070	70	71	94	16	48
Turkey	**79**	219	43	163	36	67632	1424	61	2540	70	85	88	16	48
Turkmenistan	**51**	-	99	-	76	4835	127	13	990	67	-	80	16	48
Tuvalu	**74**	-	52	-	38	10	0	0	-	-	98x	100	-	-
Uganda	**36**	224	124	133	79	24023	1222	152	280	45	67	87	18	45
Ukraine	**125**	53	20	41	17	49112	400	8	720	68	99x	-	22	38
United Arab Emirates	**152**	223	9	149	8	2654	41	0	18060x	75	87x	78	-	-
United Kingdom	**161**	27	7	23	6	59542	653	5	24230	78	-	99	18	43
United States	**158**	30	8	26	7	285926	3827	31	34870	77	-	95	16	46
Uruguay	**138**	56	16	48	14	3361	58	1	5670	75	98	94	15x	48x
Uzbekistan	**68**	-	68	-	52	25257	533	36	550	69	99x	78	14	49
Vanuatu	**81**	225	42	141	34	202	6	0	1050	68	-	96	-	-
Venezuela	**120**	75	22	56	19	24632	577	13	4760	73	93	88	11	53
Viet Nam	**88**	219	38	147	30	79175	1586	60	410	69	93	94	19	45
Yemen	**46**	340	107	220	79	19114	953	102	460	61	46	61	20	41
Yugoslavia	**130**	120	19	87	17	10538	120	2	940x	73	98x	97	-	-
Zambia	**10**	213	202	126	112	10649	448	90	320	42	78	66	11	57
Zimbabwe	**38**	159	123	97	76	12852	459	56	480	43	93	80	13	56

REGIONAL SUMMARIES

	Under-5 mortality rank	Under-5 mortality rate 1960	Under-5 mortality rate 2001	Infant mortality rate (under 1) 1960	Infant mortality rate (under 1) 2001	Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/ attendance (%) 1995-2001*	% share of household income 1990-2000* lowest 40%	% share of household income 1990-2000* highest 20%
Sub-Saharan Africa		253	173	152	107	633831	26115	4518	519	48	61	57	11	59
Middle East and North Africa		250	61	157	47	350661	9792	597	1375	67	65	80	20	43
South Asia		244	98	148	70	1378048	37053	3631	449	62	53	71	20	45
East Asia and Pacific		212	43	140	33	1893785	31823	1368	1140	69	87	91	18	45
Latin America and Caribbean		153	34	102	28	521051	11452	389	3610	70	88	95	9	60
CEE/CIS and Baltic States		103	37	78	30	476604	5826	216	1980	69	97	89	18	45
Industrialized countries		37	7	31	5	965071	109687	68	28210	78	-	97	20	41
Developing countries		223	89	141	62	4925611	119157	10605	1159	62	74	79	15	50
Least developed countries		278	157	170	100	684615	27105	4255	295	51	51	56	18	46
World		197	82	126	57	6219051	231748	10803	5228	64	79	81	19	43

Countries in each region are listed on page 114.

DEFINITIONS OF THE INDICATORS

Under-five mortality rate – Probability of dying between birth and exactly five years of age expressed per 1,000 live births.

Infant mortality rate – Probability of dying between birth and exactly one year of age expressed per 1,000 live births.

GNI per capita – Gross national income (GNI) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. GNI per capita is gross national income divided by mid-year population. GNI per capita in US dollars is converted using the World Bank Atlas method.

Life expectancy at birth – The number of years newborn children would live if subject to the mortality risks prevailing for the cross section of population at the time of their birth.

Adult literacy rate – Percentage of persons aged 15 and over who can read and write.

Net primary school enrolment/attendance – Derived from net primary school enrolment rates as reported by UNESCO and from national household survey reports of attendance at primary school.

Income share – Percentage of income received by the 20 per cent of households with the highest income and by the 40 per cent of households with the lowest income.

MAIN DATA SOURCES

Under-five and infant mortality rates – UNICEF, United Nations Population Division and United Nations Statistics Division.

Total population – United Nations Population Division.

Births – United Nations Population Division.

Under-five deaths – UNICEF.

GNI per capita – World Bank.

Life expectancy – United Nations Population Division.

Adult literacy – United Nations Educational, Scientific and Cultural Organization (UNESCO), including the Education for All 2000 Assessment.

School enrolment/attendance – UNESCO, including the Education for All 2000 Assessment, Multiple Indicator Cluster Surveys (MICS) and Demographic and Health Surveys (DHS).

Household income – World Bank.

NOTES

a: Range $745 or less.
b: Range $746 to $2975.
c: Range $2976 to $9205.
d: Range $9206 or more.

- Data not available.

x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country.

* Data refer to the most recent year available during the period specified in the column heading.

TABLE 2. NUTRITION

Countries and territories	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	% of children (1995-2001*) who are:			% of under-fives (1995-2001*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
			exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight		wasting	stunting		
						moderate & severe	severe	moderate & severe	moderate & severe		
Afghanistan	**4**	-	-	-	-	48	-	25	52	70	-
Albania	**98**	5	6	24	6	14	4	11	32	-	56
Algeria	**75**	7	13	38	22	6	1	3	18	-	69
Andorra	**161**	-	-	-	-	-	-	-	-	-	-
Angola	**3**	-	11	77	37	-	-	-	-	100	10x
Antigua and Barbuda	**144**	8	-	-	-	10x	4x	10x	7x	-	-
Argentina	**130**	7	-	-	-	5	1	3	12	-	90x
Armenia	**93**	9	30	51	13	3	0	2	13	-	84
Australia	**164**	7	-	-	-	-	-	-	-	-	-
Austria	**178**	7	-	-	-	-	-	-	-	-	-
Azerbaijan	**48**	10	7	39	16	17	4	8	20	-	41
Bahamas	**138**	-	-	-	-	-	-	-	-	-	-
Bahrain	**138**	10	34k	65	41	9	2	5	10	-	-
Bangladesh	**58**	30	~46	-	87	48	13	10	45	85	70
Barbados	**144**	10	-	-	-	6x	1x	5x	7x	-	-
Belarus	**125**	5	-	-	-	-	-	-	-	-	37x
Belgium	**164**	8	-	-	-	-	-	-	-	-	-
Belize	**84**	4	24k	54	23	6x	1x	-	-	-	90x
Benin	**24**	15	38	66	62	23	5	8	31	96	72
Bhutan	**52**	15	-	-	-	19	3	3	40	93	82x
Bolivia	**58**	8	29	76	36	10	2	2	26	73	63
Bosnia and Herzegovina	**136**	4	-	-	-	4	1	6	10	-	-
Botswana	**42**	11	34	57	11	13	2	5	23	-	66
Brazil	**92**	9	-	30	17	6	1	2	11	11	95x
Brunei Darussalam	**164**	-	-	-	-	-	-	-	-	-	-
Bulgaria	**138**	9	-	-	-	-	-	-	-	-	-
Burkina Faso	**12**	18	6	49	87	34	12	13	37	93	23x
Burundi	**14**	16x	62	46	85	45	13	8	57	96	68
Cambodia	**30**	9	12	72	59	45	13	15	45	63	14
Cameroon	**25**	10	12	72	29	21	4	5	35	100	84
Canada	**161**	6	-	-	-	-	-	-	-	-	-
Cape Verde	**88**	13	57k	64	13	14x	2x	6x	16x	-	0x
Central African Republic	**19**	13x	17	78	53	24	6	9	39	100	87
Chad	**11**	24	10	68	51	28	10	12	28	99	58
Chile	**147**	5	73k	-	-	1	-	0	2	-	100
China	**85**	6	67k	-	-	10	-	3	17	-	91
Colombia	**118**	7	32	58	25	7	1	1	14	-	92
Comoros	**57**	18	21	34	45	25	9	12	42	6	83
Congo	**45**		4k	94	13	14x	3x	4x	19x	100	-
Congo, Democratic Republic of the	**9**	15	24	79	52	31	9	13	38	93	72
Cook Islands	**118**	1x	19k	-	-	-	-	-	-	-	-
Costa Rica	**149**	6	35x,k	47x	12x	5	0	2	6	-	97x
Côte d'Ivoire	**20**	17	10	54	42	21	5	8	25	16	31
Croatia	**158**	6	23	-	-	1	-	1	1	-	90
Cuba	**152**	6	41	42	9	4	0	2	5	-	0
Cyprus	**164**	-	-	-	-	-	-	-	-	-	-
Czech Republic	**178**	6	-	-	-	1x	0x	2x	2x	-	-
Denmark	**189**	6	-	-	-	-	-	-	-	-	-
Djibouti	**28**	-	-	-	-	18	6	13	26	-	-
Dominica	**143**	8x	-	-	-	5x	0x	2x	6x	-	-
Dominican Republic	**76**	13	11	26	6	5	1	2	6	9	18
East Timor	**36**	-	-	-	-	-	-	-	-	-	-
Ecuador	**98**	16	29x,k	52x	34x	15	2	-	27	25	99
Egypt	**83**	10	57	71	30	4	1	3	19	-	28
El Salvador	**85**	13	16	77	40	12	1	1	23	-	91x
Equatorial Guinea	**26**	-	24	-	-	-	-	-	-	-	20x
Eritrea	**41**	14	59	45	60	44	17	16	38	74	97
Estonia	**147**	5	-	-	-	-	-	-	-	-	-
Ethiopia	**21**	12	55	43	77	47	16	11	52	65	28

	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	% of children (1995-2001*) who are: exclusively breastfed (<6 months)	% of children (1995-2001*) who are: breastfed with complementary food (6-9 months)	% of children (1995-2001*) who are: still breastfeeding (20-23 months)	% of under-fives (1995-2001*) suffering from: underweight moderate & severe	% of under-fives (1995-2001*) suffering from: underweight severe	% of under-fives (1995-2001*) suffering from: wasting moderate & severe	% of under-fives (1995-2001*) suffering from: stunting moderate & severe	Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
Fiji	**121**	12x	-	-	-	8x	1x	8x	3x	-	31x
Finland	**178**	6	-	-	-	-	-	-	-	-	-
France	**164**	6	-	-	-	-	-	-	-	-	-
Gabon	**56**	-	6	62	9	12	2	3	21	100	15
Gambia	**35**	14	26	37	54	17	4	9	19	87	8
Georgia	**102**	6	18k	12	12	3	0	2	12	-	8
Germany	**178**	7	-	-	-	-	-	-	-	-	-
Ghana	**49**	9	31	70	57	25	5	10	26	89	28
Greece	**178**	7	-	-	-	-	-	-	-	-	-
Grenada	**110**	11x	39k	-	-	-	-	-	-	-	-
Guatemala	**72**	12	39	76	45	24	5	3	46	-	49
Guinea	**22**	10	11	28	73	23	5	9	26	99	12
Guinea-Bissau	**8**	20	37	36	67	23	5	10	28	91	2
Guyana	**64**	14	-	-	-	12	-	12	10	-	-
Haiti	**38**	28x	24	73	30	17	4	5	23	32	11
Holy See	**-**	-	-	-	-	-	-	-	-	-	-
Honduras	**88**	6	42k	69	45	25	4	2	39	60	80
Hungary	**152**	9	-	-	-	2x	0x	2x	3x	-	-
Iceland	**189**	4	-	-	-	-	-	-	-	-	-
India	**54**	26	37k	44	66	47	18	16	46	22	49
Indonesia	**77**	9	42	81	65	26	8	-	-	71	64
Iran (Islamic Republic of)	**81**	7	66k	96	41	11	2	5	15	-	94
Iraq	**33**	23	-	-	25	16	-	-	22	-	40
Ireland	**164**	4x	-	-	-	-	-	-	-	-	-
Israel	**164**	8	-	-	-	-	-	-	-	-	-
Italy	**164**	6	-	-	-	-	-	-	-	-	-
Jamaica	**125**	11	-	-	-	4	-	4	3	-	100
Japan	**178**	7x	-	-	-	-	-	-	-	-	-
Jordan	**94**	10	11	68	12	5	1	2	8	-	88
Kazakhstan	**61**	6	36	73	17	4	0	2	10	-	20
Kenya	**40**	9	5	67	24	23	7	6	37	90	91
Kiribati	**67**	3x	-	-	-	13x	-	11x	28x	61	-
Korea, Democratic People's Republic of	**73**	-	97k	-	-	60	-	19	60	96	-
Korea, Republic of	**178**	-	-	-	-	-	-	-	-	-	-
Kuwait	**151**	7	12k	26	9	10	3	11	24	-	-
Kyrgyzstan	**71**	6	24	77	21	11	2	3	25	-	27
Lao People's Democratic Republic	**49**	-	23	10	47	40	13	15	41	58	76
Latvia	**121**	5	-	-	-	-	-	-	-	-	-
Lebanon	**95**	6	27k	35	11	3	0	3	12	-	87
Lesotho	**34**	-	16	47	52	16	4	5	44	17	69
Liberia	**5**	-	73k	-	28	20x	-	3x	37x	83	-
Libyan Arab Jamahiriya	**130**	7x	-	-	23	5	1	3	15	-	90x
Liechtenstein	**149**	-	-	-	-	-	-	-	-	-	-
Lithuania	**152**	4	-	-	-	-	-	-	-	-	-
Luxembourg	**178**	4	-	-	-	-	-	-	-	-	-
Madagascar	**32**	15	41	82	43	33	11	14	49	58	76
Malawi	**15**	13x	44	93	77	25	6	6	49	54	49
Malaysia	**158**	9	-	-	-	18	1	-	-	-	-
Maldives	**58**	12	10	85	-	30	7	13	25	93	44
Mali	**6**	16	8	33	60	43	-	-	-	70	9x
Malta	**178**	7	-	-	-	-	-	-	-	-	-
Marshall Islands	**70**	14x	-	-	-	-	-	-	-	83	-
Mauritania	**15**	-	28k	78	57	32	10	13	35	81	2
Mauritius	**130**	13	16x,k	29x	-	16	2	15	10	-	0x
Mexico	**102**	9	38x,k	36x	21x	8	1	2	18	-	90
Micronesia (Federated States of)	**114**	9x	-	-	-	-	-	-	-	72	-
Moldova, Republic of	**95**	7	-	-	-	3	-	3	10	-	33

TABLE 2. NUTRITION

			% of children (1995-2001*) who are:			% of under-fives (1995-2001*) suffering from:					
	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight moderate & severe	underweight severe	wasting moderate & severe	stunting moderate & severe	Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
Monaco	**178**	-	-	-	-	-	-	-	-	-	-
Mongolia	**61**	6	51	54	57	13	3	6	25	87	68
Morocco	**78**	9x	31k	33	20	9x	2x	2x	23x	-	-
Mozambique	**12**	13	30	87	58	26	9	8	36	92	62x
Myanmar	**43**	16	11	66	59	36	9	10	37	67	46
Namibia	**69**	15x	14x	65x	23x	24	5	9	24	81	63
Nauru	**98**	-	-	-	-	-	-	-	-	-	-
Nepal	**55**	21	69	66	92	48	13	10	51	82	63
Netherlands	**164**	-	-	-	-	-	-	-	-	-	-
New Zealand	**164**	6	-	-	-	-	-	-	-	-	83
Nicaragua	**79**	13	22	65	29	12	2	2	25	-	86
Niger	**2**	12	1	56	61	40	14	14	40	92	44
Nigeria	**15**	9	17	-	35	27	11	12	46	79	98
Niue	**-**	-	-	-	-	-	-	-	-	-	-
Norway	**189**	5	-	-	-	-	-	-	-	-	-
Occupied Palestinian Territory	**114**	9	29k	78	11	3	0	1	8	16	37
Oman	**146**	8	31k	-	-	24	4	13	23	-	61
Pakistan	**43**	21x	16k	31	56	38	13	-	-	95	19x
Palau	**102**	8x	59k	-	-	-	-	-	-	-	-
Panama	**110**	10	25	38	21	7	-	1	14	-	95
Papua New Guinea	**53**	-	59	74	66	35x	-	-	-	-	-
Paraguay	**98**	9	7k	59	15	5	-	1	11	-	83
Peru	**85**	10	71	76	49	7	1	1	25	-	93
Philippines	**88**	18	37	57	23	28	-	6	30	90	22
Poland	**152**	6	-	-	-	-	-	-	-	-	-
Portugal	**164**	7	-	-	-	-	-	-	-	-	-
Qatar	**138**	10	12k	48	21	6	-	2	8	-	-
Romania	**121**	9	-	-	-	6x	1x	3x	8x	-	-
Russian Federation	**121**	7	-	-	-	3	1	4	13	-	30x
Rwanda	**15**	12x	84	79	71	24	5	7	43	59	82
Saint Kitts and Nevis	**114**	13x	56k	-	-	-	-	-	-	-	100
Saint Lucia	**130**	8x	-	-	-	14x	-	6x	11x	-	-
Saint Vincent and the Grenadines	**110**	10	-	-	-	-	-	-	-	-	-
Samoa	**110**	-	-	-	-	-	-	-	-	-	-
San Marino	**164**	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	**63**	7x	56	-	-	16	5	5	26	3	41
Saudi Arabia	**105**	3	31k	60	30	14	3	11	20	-	-
Senegal	**30**	12	24k	64	49	18	4	8	19	93	31
Seychelles	**137**	10x	-	-	-	6x	0x	2x	5x	-	-
Sierra Leone	**1**	22	4	53	51	27	9	10	34	77	23
Singapore	**189**	8	-	-	-	14x	-	4x	11x	-	-
Slovakia	**152**	7	-	-	-	-	-	-	-	-	-
Slovenia	**178**	6	-	-	-	-	-	-	-	-	-
Solomon Islands	**114**	-	-	-	-	21x	4x	7x	27x	-	-
Somalia	**7**	-	9	13	8	26	7	17	23	100	-
South Africa	**66**	-	6	46	-	12	2	3	25	-	62
Spain	**164**	6	-	-	-	-	-	-	-	-	-
Sri Lanka	**130**	17	54k	-	62	29	-	14	14	-	88
Sudan	**46**	-	13x	45x	44x	17	7	-	-	99	1
Suriname	**95**	11	9	25	11	-	-	-	-	-	-
Swaziland	**27**	-	24	60	25	10	2	1	30	-	54
Sweden	**193**	4	-	-	-	-	-	-	-	-	-
Switzerland	**164**	6	-	-	-	-	-	-	-	-	-
Syrian Arab Republic	**105**	6	-	50x	-	13	4	9	21	7	40
Tajikistan	**64**	13	14	35	35	-	-	-	-	-	20
Tanzania, United Republic of	**23**	11	32	64	48	29	7	5	44	45	67
Thailand	**105**	7	4k	71	27	19x	-	6x	16x	-	74

	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	% of children (1995-2001*) who are: exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	% of under-fives (1995-2001*) suffering from: underweight moderate & severe	underweight severe	wasting moderate & severe	stunting moderate & severe	Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
The former Yugoslav Republic of Macedonia	**109**	6	37	8	10	6	1	4	7	-	100
Togo	**29**	13	18	65	65	25	7	12	22	100	67
Tonga	**125**	2x	-	-	-	-	-	-	-	-	-
Trinidad and Tobago	**125**	-	2	-	-	7x	-	4x	4x	-	1
Tunisia	**108**	5	12x,k	-	16x	4	1	2	12	-	97
Turkey	**79**	15	7	34	21	8	1	2	16	-	64
Turkmenistan	**51**	5	13	71	27	12	2	6	22	-	75
Tuvalu	**74**	3x	-	-	-	-	-	-	-	-	-
Uganda	**36**	13	65	75	50	23	5	4	39	42	95
Ukraine	**125**	6	-	46	10	3	1	6	15	-	5
United Arab Emirates	**152**	-	34k	52	29	14	3	15	17	-	-
United Kingdom	**161**	8	-	-	-	-	-	-	-	-	-
United States	**158**	8	-	-	-	1x	0x	1x	2x	-	-
Uruguay	**138**	-	-	-	-	5	1	1	8	-	-
Uzbekistan	**68**	6	16	45	36	19	5	12	31	-	19
Vanuatu	**81**	7x	-	-	-	20x	-	-	19x	-	-
Venezuela	**120**	6	7k	50	31	5	1	3	14	-	90
Viet Nam	**88**	9	31k	52	21	33	6	6	36	61	40
Yemen	**46**	26	19	79	41	46	15	13	52	95	39
Yugoslavia	**130**	5	11k	33	11	2	0	4	5	-	73
Zambia	**10**	11	11k	-	39	25	-	4	59	86	54
Zimbabwe	**38**	10	33	90	35	13	2	6	27	-	93

REGIONAL SUMMARIES

	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight moderate & severe	underweight severe	wasting moderate & severe	stunting moderate & severe	Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
Sub-Saharan Africa		12	27	63	50	29	9	10	40	77	67
Middle East and North Africa		11	41	68	30	14	4	6	22	-	53
South Asia		26	36	42	67	46	17	15	45	42	53
East Asia and Pacific		8	54	-	-	17	-	4	21	-	80
Latin America and Caribbean		9	-	48	25	8	1	2	16	-	81
CEE/CIS and Baltic States		9	13	42	21	7	2	4	16	-	39
Industrialized countries		7	-	-	-	-	-	-	-	-	-
Developing countries		14	39	54	52	27	10	8	32	56	68
Least developed countries		18	34	63	63	36	10	11	43	78	54
World		14	39	54	52	27	10	8	32	56	67

Countries in each region are listed on page 114.

DEFINITIONS OF THE INDICATORS

Low birthweight – Less than 2,500 grams.

Underweight – Moderate and severe – below minus two standard deviations from median weight for age of reference population; severe – below minus three standard deviations from median weight for age of reference population.

Wasting – Moderate and severe – below minus two standard deviations from median weight for height of reference population.

Stunting – Moderate and severe – below minus two standard deviations from median height for age of reference population.

Vitamin A – Percentage of children aged 6-59 months who have received at least one high dose of vitamin A capsules in 2000.

MAIN DATA SOURCES

Low birthweight – UNICEF, Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and World Health Organization (WHO).

Breastfeeding – DHS, MICS and UNICEF.

Underweight, wasting and stunting – DHS, MICS, WHO and UNICEF.

Salt iodization – MICS, DHS and UNICEF.

Vitamin A – UNICEF field offices and WHO.

NOTES

-	Data not available.
x	Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country.
k	Refers to exclusive breastfeeding for less than 4 months.
*	Data refer to the most recent year available during the period specified in the column heading.

TABLE 3. HEALTH

Countries and territories	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001 1-year-old children					(%) Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
		total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3		
Afghanistan	**4**	13	19	11	12	25	8	0x	54	44	45	46	-	-	40
Albania	**98**	97	99	95	91	99	85	15x	93	97	97	95	96	-	48
Algeria	**75**	89	94	82	92	99	81	100	97	89	89	83	-	0.1	62
Andorra	**161**	100	100	100	100	100	100	-	-	90	90	90	75	-	-
Angola	**3**	38	34	40	44	70	30	13	74	41	44	72	-	5.5	-
Antigua and Barbuda	**144**	91	95	89	95	98	94	100	-	98	99	97	96	-	-
Argentina	**130**	-	-	-	-	-	-	100	99	82	88	94	-	0.69	-
Armenia	**93**	-	-	-	-	-	-	0	97	94	97	93	69	0.15	30
Australia	**164**	100	100	100	100	100	100	100	-	92	92	93	94	0.07	-
Austria	**178**	100	100	100	100	100	100	100	-	84	83	79	-	0.24	-
Azerbaijan	**48**	78	93	58	81	90	70	10	98	98	99	99	-	<0.1	27
Bahamas	**138**	97	98	86	100	100	100	100x	-	99	91	93	-	3.5	-
Bahrain	**138**	-	-	-	-	-	-	100x	-	97	97	98	97	0.26	-
Bangladesh	**58**	97	99	97	48	71	41	100	94	83	83	76	-	<0.1	-
Barbados	**144**	100	100	100	100	100	100	100	-	84	86	92	17	1.2	-
Belarus	**125**	100	100	100	-	-	-	100	99	99	99	99	93	0.27	-
Belgium	**164**	-	-	-	-	-	-	-	-	96	96	83	60	0.16	-
Belize	**84**	92	100	82	50	71	25	100x	95	89	89	96	75	2.0	-
Benin	**24**	63	74	55	23	46	6	55	94	76	75	65	-	3.6	18
Bhutan	**52**	62	86	60	70	65	70	0x	81	88	88	78	89	<0.1	-
Bolivia	**58**	83	95	64	70	86	42	60	94	81	79	79	-	0.10	40
Bosnia and Herzegovina	**136**	-	-	-	-	-	-	-	95	91	92	92	-	<0.1	11
Botswana	**42**	95	100	90	66	88	43	100	99	87	87	83	64	38.8	-
Brazil	**92**	87	95	53	76	84	43	100	99	97	99	99	95	0.65	18
Brunei Darussalam	**164**	-	-	-	-	-	-	100	99	99	99	99	99	-	-
Bulgaria	**138**	100	100	100	100	100	100	-	98	94	94	90	93	<0.1	-
Burkina Faso	**12**	42	66	37	29	39	27	0	72	41	42	46	-	6.5	37
Burundi	**14**	78	91	77	88	68	90	6	84	74	69	75	-	8.3	10
Cambodia	**30**	30	54	26	17	56	10	7	64	60	59	59	-	2.7	-
Cameroon	**25**	58	78	39	79	92	66	35	77	43	43	62	-	11.8	23
Canada	**161**	100	100	99	100	100	99	-	-	97	89	96	-	0.31	-
Cape Verde	**88**	74	64	89	71	95	32	100	84	78	77	72	-	-	-
Central African Republic	**19**	70	89	57	25	38	16	0x	38	23	22	29	-	12.9	34
Chad	**11**	27	31	26	29	81	13	100	44	27	24	36	-	3.6	36
Chile	**147**	93	99	58	96	96	97	100x	97	97	98	97	-	0.30	-
China	**85**	75	94	66	40	69	27	100	77	79	79	79	-	0.11	29
Colombia	**118**	91	99	70	86	96	56	100x	86	74	78	75	74	0.40	-
Comoros	**57**	96	98	95	98	98	98	-	90	70	70	70	-	-	22
Congo	**45**	51	71	17	-	14	-	0	53	31	32	35	-	7.2	13
Congo, Democratic Republic of the	**9**	45	89	26	21	54	6	0	57	40	42	46	-	4.9	-
Cook Islands	**118**	100	100	100	100	100	100	-	99	92	92	84	92	-	-
Costa Rica	**149**	95	99	92	93	89	97	0x	92	88	80	82	89	0.55	-
Côte d'Ivoire	**20**	81	92	72	52	71	35	65	72	57	57	61	-	9.7	25
Croatia	**158**	-	-	-	-	-	-	100	97	94	94	94	98	<0.1	-
Cuba	**152**	91	95	77	98	99	95	99	99	99	99	99	99	<0.1	-
Cyprus	**164**	100	100	100	100	100	100	-	-	-	-	-	-	0.25	-
Czech Republic	**178**	-	-	-	-	-	-	-	-	-	-	-	-	<0.1	-
Denmark	**189**	100	100	100	-	-	-	100	-	97	97	94	-	0.15	-
Djibouti	**28**	100	100	100	91	99	50	85	38	49	49	49	-	-	-
Dominica	**143**	97	100	90	83	86	75	100	99	99	99	99	-	-	-
Dominican Republic	**76**	86	90	78	67	70	60	85	96	62	74	98	66	2.5	22
East Timor	**36**	-	-	-	-	-	-	0	72	35	34	-	-	-	-
Ecuador	**98**	85	90	75	86	92	74	100	99	90	92	99	71	0.30	-
Egypt	**83**	97	99	96	98	100	96	100	98	99	99	97	99	<0.1	-
El Salvador	**85**	77	91	64	82	89	76	100x	99	99	98	97	99	0.60	-
Equatorial Guinea	**26**	44	45	42	53	60	46	0x	34	32	40	19	-	3.4	-
Eritrea	**41**	46	63	42	13	66	1	0x	98	93	93	88	-	2.8	-
Estonia	**147**	-	-	-	-	93	-	100	99	94	94	95	90	1.0	-
Ethiopia	**21**	24	81	12	12	33	7	18x	76	56	57	52	-	6.4	-

	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001 1-year-old children					(%) Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
		total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3		
Fiji	**121**	47	43	51	43	75	12	100	99	90	99	90	93	0.07	-
Finland	**178**	100	100	100	100	100	100	100	99	99	95	96	-	<0.1	-
France	**164**	-	-	-	-	-	-	-	84	98	97	84	-	0.33	-
Gabon	**56**	86	95	47	53	55	43	100	89	38	31	55	-	-	-
Gambia	**35**	62	80	53	37	41	35	57	99	96	87	90	84	1.6	26
Georgia	**102**	79	90	61	100	100	99	0	97	86	81	73	61	<0.1	33
Germany	**178**	-	-	-	-	-	-	-	-	97	95	89	29	0.10	-
Ghana	**49**	73	91	62	72	74	70	100	91	80	80	81	-	3.0	22
Greece	**178**	-	-	-	-	-	-	-	88	88	87	88	88	0.17	-
Grenada	**110**	95	97	93	97	96	97	100	-	96	99	96	-	-	-
Guatemala	**72**	92	98	88	81	83	79	100	92	82	82	90	-	1.0	15
Guinea	**22**	48	72	36	58	94	41	20x	71	43	43	52	-	-	21
Guinea-Bissau	**8**	56	79	49	56	95	44	0	70	47	52	48	-	2.8	13
Guyana	**64**	94	98	91	87	97	81	90	95	85	90	92	-	2.7	7
Haiti	**38**	46	49	45	28	50	16	30x	71	43	43	53	-	6.1	-
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	**88**	88	95	81	75	93	55	100	99	95	95	95	-	1.6	-
Hungary	**152**	99	100	98	99	100	98	100	99	99	99	99	-	0.06	-
Iceland	**189**	-	-	-	-	-	-	100	-	92	91	88	-	0.15	-
India	**54**	84	95	79	28	61	15	100	73	64	70	56	-	0.79	-
Indonesia	**77**	78	90	69	55	69	46	100	65	60	70	59	44	0.10	18
Iran (Islamic Republic of)	**81**	92	98	83	83	86	79	100	93	95	95	96	94	<0.1	-
Iraq	**33**	85	96	48	79	93	31	100	93	81	84	90	70	<0.1	37
Ireland	**164**	-	-	-	-	-	-	100	-	84	84	73	-	0.11	-
Israel	**164**	-	-	-	-	-	-	100	-	95	92	94	96	0.10	-
Italy	**164**	-	-	-	-	-	-	-	-	95	96	70	95	0.37	-
Jamaica	**125**	92	98	85	99	99	99	100	96	90	91	85	-	1.2	-
Japan	**178**	-	-	-	-	-	-	-	-	85	99	96	-	<0.1	-
Jordan	**94**	96	100	84	99	100	98	100	-	99	97	99	97	<0.1	-
Kazakhstan	**61**	91	98	82	99	100	98	100	96	96	96	96	96	0.07	20
Kenya	**40**	57	88	42	87	96	82	3	91	76	73	76	-	15.0	30
Kiribati	**67**	48	82	25	48	54	44	-	85	85	88	76	85	-	-
Korea, Democratic People's Republic of	**73**	100	100	100	99	99	100	-	-	-	-	-	-	-	18
Korea, Republic of	**178**	92	97	71	63	76	4	40x	89	99	98	97	89	<0.1	-
Kuwait	**151**	-	-	-	-	-	-	100x	95	98	94	99	-	-	-
Kyrgyzstan	**71**	77	98	66	100	100	100	11	99	99	99	99	57	<0.1	13
Lao People's Democratic Republic	**49**	37	61	29	30	67	19	0	60	40	55	50	-	<0.1	20
Latvia	**121**	-	-	-	-	-	-	100	99	97	97	98	96	0.40	-
Lebanon	**95**	100	100	100	99	100	87	49	-	93	93	94	70	-	30
Lesotho	**34**	78	88	74	49	72	40	39	92	85	84	77	-	31.0	-
Liberia	**5**	-	-	-	-	-	-	0	77	62	61	78	-	-	26
Libyan Arab Jamahiriya	**130**	72	72	68	97	97	96	2x	99	94	94	93	93	0.24	-
Liechtenstein	**149**	-	-	-	-	-	-	-	-	-	-	-	-	0.07	-
Lithuania	**152**	-	-	-	-	-	-	100	99	95	97	97	95	-	-
Luxembourg	**178**	-	-	-	-	-	-	-	-	98	98	91	49	0.16	-
Madagascar	**32**	47	85	31	42	70	30	16	72	55	58	55	-	0.29	16
Malawi	**15**	57	95	44	76	96	70	2x	93	90	86	82	-	15.0	-
Malaysia	**158**	-	-	94	-	-	98	100	99	97	97	92	95	0.35	-
Maldives	**58**	100	100	100	56	100	41	100x	99	98	98	99	96	0.06	-
Mali	**6**	65	74	61	69	93	58	100	68	51	51	37	-	1.7	22
Malta	**178**	100	100	100	100	100	100	-	-	95	95	65	-	0.13	-
Marshall Islands	**70**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mauritania	**15**	37	34	40	33	44	19	100	70	61	58	58	-	-	-
Mauritius	**130**	100	100	100	99	100	99	100	89	92	93	90	92	0.10	-
Mexico	**102**	88	95	69	74	88	34	100	99	97	89	97	-	0.28	-
Micronesia (Federated States of)	**114**	-	-	-	-	-	-	5	39	75	79	84	81	-	-
Moldova, Republic of	**95**	92	97	88	99	100	98	26	98	90	93	81	84	0.24	19

TABLE 3. HEALTH

	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001					(%) Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
									1-year-old children						
		total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3		
Monaco	**178**	100	100	100	100	100	100	-	99	99	99	99	-	-	-
Mongolia	**61**	60	77	30	30	46	2	20x	98	95	95	95	95	<0.1	32
Morocco	**78**	80	98	56	68	86	44	100	93	96	93	96	84	0.08	-
Mozambique	**12**	57	81	41	43	68	26	10x	97	80	71	92	25	13.0	27
Myanmar	**43**	72	89	66	64	84	57	0	70	72	71	73	0	-	24
Namibia	**69**	77	100	67	41	96	17	100	69	63	64	58	-	22.5	-
Nauru	**98**	-	-	-	-	-	-	100	99	95	99	95	95	-	-
Nepal	**55**	88	94	87	28	73	22	60	84	72	92	71	-	0.49	11
Netherlands	**164**	100	100	100	100	100	100	-	-	97	97	96	-	0.21	-
New Zealand	**164**	-	100	-	-	-	-	100	-	90	82	85	90	0.06	-
Nicaragua	**79**	77	91	59	85	95	72	55	98	92	92	99	-	0.20	18
Niger	**2**	59	70	56	20	79	5	33x	49	31	30	51	-	-	38
Nigeria	**15**	62	78	49	54	66	45	100	54	26	25	40	-	5.8	24
Niue	**-**	100	100	100	100	100	100	100	99	99	99	99	99	-	-
Norway	**189**	100	100	100	-	-	-	100	92	95	95	93	-	0.08	-
Occupied Palestinian Territory	**114**	86	97	86	100	100	100	-	-	-	-	-	-	-	43
Oman	**146**	39	41	30	92	98	61	100	98	99	99	99	99	0.11	88
Pakistan	**43**	90	95	87	62	95	43	100	78	56	58	54	-	0.11	19
Palau	**102**	79	100	20	100	100	100	-	-	-	-	-	-	-	-
Panama	**110**	90	99	79	92	99	83	100	99	98	99	97	-	1.5	7
Papua New Guinea	**53**	42	88	32	82	92	80	100x	74	56	33	58	42	0.65	-
Paraguay	**98**	78	93	59	94	94	93	100x	51	66	63	77	-	-	-
Peru	**85**	80	87	62	71	79	49	99	88	85	88	97	92	0.35	29
Philippines	**88**	86	91	79	83	93	69	100	45	70	85	75	80	<0.1	28
Poland	**152**	-	-	-	-	-	-	-	95	98	98	97	99	0.1	-
Portugal	**164**	-	-	-	-	-	-	-	82	96	96	87	58	0.52	-
Qatar	**138**	-	-	-	-	-	-	100x	99	93	90	92	99	-	-
Romania	**121**	58	91	16	53	86	10	100	99	99	99	98	98	<0.1	-
Russian Federation	**121**	99	100	96	-	-	-	100x	97	96	97	98	46	0.90	-
Rwanda	**15**	41	60	40	8	12	8	0	74	86	84	78	-	8.9	4
Saint Kitts and Nevis	**114**	98	-	-	96	-	-	97	97	99	99	94	99	-	-
Saint Lucia	**130**	98	-	-	89	-	-	100	99	99	99	89	-	-	-
Saint Vincent and the Grenadines	**110**	93	-	-	96	-	-	100	99	99	99	98	-	-	-
Samoa	**110**	99	95	100	99	95	100	-	98	93	92	92	98	-	-
San Marino	**164**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	**63**	-	-	-	-	-	-	-	81	82	87	69	-	-	25
Saudi Arabia	**105**	95	100	64	100	100	100	100	94	97	97	94	95	-	-
Senegal	**30**	78	92	65	70	94	48	100	89	52	49	48	-	0.50	4
Seychelles	**137**	-	-	-	-	-	-	100	99	96	96	95	95	-	-
Sierra Leone	**1**	57	75	46	66	88	53	0	74	44	46	37	-	7.0	28
Singapore	**189**	100	100	-	100	100	-	100	97	92	91	89	91	0.20	-
Slovakia	**152**	100	100	100	100	100	100	100	93	99	99	99	99	<0.1	-
Slovenia	**178**	100	100	100	-	-	-	-	96	92	93	98	-	<0.1	-
Solomon Islands	**114**	71	94	65	34	98	18	-	85	78	80	-	78	-	-
Somalia	**7**	-	-	-	-	-	-	0x	70	33	33	38	-	1.0	-
South Africa	**66**	86	99	73	87	93	80	100	87	81	80	72	80	20.1	-
Spain	**164**	-	-	-	-	-	-	-	-	95	95	94	80	0.50	-
Sri Lanka	**130**	77	98	70	94	97	93	100	99	99	99	99	-	<0.1	-
Sudan	**46**	75	86	69	62	87	48	25x	51	46	47	67	-	2.6	21
Suriname	**95**	82	93	50	93	99	75	100	-	80	80	90	-	1.2	24
Swaziland	**27**	-	-	-	-	-	-	100x	95	77	76	72	78	33.4	7
Sweden	**193**	100	100	100	100	100	100	-	-	99	99	94	98	0.08	-
Switzerland	**164**	100	100	100	100	100	100	-	-	95	95	81	-	0.50	-
Syrian Arab Republic	**105**	80	94	64	90	98	81	100x	99	92	92	93	89	-	-
Tajikistan	**64**	60	93	47	90	97	88	0	97	83	85	86	-	<0.1	20
Tanzania, United Republic of	**23**	68	90	57	90	99	86	10x	89	85	62	83	-	7.8	21
Thailand	**105**	84	95	81	96	96	96	100	99	96	97	94	95	1.8	-

	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001 1-year-old children					(%) Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
		total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3		
The former Yugoslav Republic of Macedonia	**109**	-	-	-	-	-	-	100x	97	90	91	92	-	<0.1	-
Togo	**29**	54	85	38	34	69	17	0x	84	64	63	58	-	6.0	23
Tonga	**125**	100	100	100	-	-	-	100	91	94	95	93	96	-	-
Trinidad and Tobago	**125**	90	-	-	99	-	-	100	-	91	91	91	-	2.5	17x
Tunisia	**108**	80	92	58	84	96	62	100	97	96	96	92	94	-	-
Turkey	**79**	82	81	86	90	97	70	100	89	88	88	90	77	<0.1	15
Turkmenistan	**51**	-	-	-	-	-	-	100	99	95	98	98	-	<0.1	31
Tuvalu	**74**	100	100	100	100	100	100	100	99	96	96	99	99	5.0	-
Uganda	**36**	52	80	47	79	93	77	75	81	60	60	61	-	1.0	-
Ukraine	**125**	98	100	94	99	100	98	100	98	99	99	99	7	-	-
United Arab Emirates	**152**	-	-	-	-	-	-	100x	98	94	94	94	92	-	-
United Kingdom	**161**	100	100	100	100	100	100	-	-	94	94	85	-	0.10	-
United States	**158**	100	100	100	100	100	100	-	-	94	90	91	90	0.61	-
Uruguay	**138**	98	98	93	94	95	85	100	99	94	94	94	94	0.30	-
Uzbekistan	**68**	85	94	79	89	97	85	11	98	97	99	99	8	<0.1	19
Vanuatu	**81**	88	63	94	100	100	100	100	90	93	87	94	69	-	-
Venezuela	**120**	83	85	70	68	71	48	100	94	70	88	49	54	0.5	-
Viet Nam	**88**	77	95	72	47	82	38	70	99	98	97	97	96	0.30	20
Yemen	**46**	69	74	68	38	89	21	38	73	76	76	79	21	0.12	-
Yugoslavia	**130**	98	99	97	100	100	99	-	99	93	93	90	-	0.19	-
Zambia	**10**	64	88	48	78	99	64	0x	92	78	79	85	-	21.5	8
Zimbabwe	**38**	83	100	73	62	71	57	100	80	75	75	68	75	33.7	50

REGIONAL SUMMARIES

	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001 1-year-old children					(%) Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
		total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3		
Sub-Saharan Africa		57	83	44	53	73	43	58	73	54	52	58	6	8.6	24
Middle East and North Africa		87	95	77	83	93	70	92	88	87	87	89	66	0.30	-
South Asia		85	94	80	34	67	22	99	76	65	70	59	-	0.63	-
East Asia and Pacific		76	93	67	48	73	35	93	75	77	79	77	23	0.19	26
Latin America and Caribbean		86	94	66	77	86	52	98	95	89	89	91	49	0.63	-
CEE/CIS and Baltic States		91	95	82	91	97	81	75	95	94	95	95	57	0.44	19
Industrialized countries		100	100	100	100	100	100	-	85	94	93	90	82	0.35	-
Developing countries		78	92	69	52	77	35	89	78	71	73	70	20	1.3	25
Least developed countries		62	82	55	44	71	35	49	76	62	61	63	2	3.5	-
World		82	95	71	61	85	40	-	79	73	75	72	24	1.2	-

Countries in each region are listed on page 114.

DEFINITIONS OF THE INDICATORS

Government funding of vaccines – Percentage of vaccines routinely administered in a country to protect children that are financed by the national government (including loans).

EPI – Expanded Programme on Immunization: The immunizations in this programme include those against TB, DPT, polio and measles, as well as protecting babies against neonatal tetanus by vaccination of pregnant women. Other vaccines (e.g., against hepatitis B or yellow fever) may be included in the programme in some countries.

DPT – Diphtheria, pertussis (whooping cough) and tetanus.

HepB3 – Percentage of infants that received three doses of hepatitis B vaccine.

Adult HIV prevalence – The estimated number of adults living with HIV/AIDS at the end of 2001 was divided by the 2001 adult population (aged 15-49).

Oral rehydration rate – Percentage of children under five with diarrhoea in the last two weeks who received increased fluids and continued feeding during the episode.

MAIN DATA SOURCES

Use of improved drinking water sources and adequate sanitation facilities – UNICEF, World Health Organization (WHO), Multiple Indicator Cluster Surveys (MICS) and Demographic and Health Surveys (DHS).

Government funding of vaccines – UNICEF and WHO.

Immunization – UNICEF and WHO.

Adult HIV prevalence – Joint United Nations Programme on HIV/AIDS (UNAIDS).

Oral rehydration – UNICEF, MICS and DHS.

NOTES

-	Data not available.
x	Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
*	Data refer to the most recent year available during the period specified in the column heading.

TABLE 4. EDUCATION

Countries and territories	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000				1995-99* (gross)		1995-99* (net)						
		male	female	male	female	radio	television	male	female	male	female	male	female		male	female
Afghanistan	**4**	40	12	51	21	132	13	53	5	42x	15x	36	11	49	32	11
Albania	**98**	-	-	-	-	259	129	110	109	100	100	90	90	82x	75	77
Algeria	**75**	66	39	75	51	242	105	119	110	99	96	98	96	95	65	69
Andorra	**161**	-	-	-	-	227	391	-	-	-	-	-	-	-	-	-
Angola	**3**	56x	29x	-	-	54	13	97	81	60	52	64	65	4	18	13
Antigua and Barbuda	**144**	90	87	80x	83x	542	463	-	-	-	-	-	-	-	-	-
Argentina	**130**	96	96	97	97	681	223	119	119	100	100	-	-	95	91	97
Armenia	**93**	-	-	100x	99x	239	232	92	98	-	-	-	-	-	85x	91x
Australia	**164**	-	-	-	-	1391	554	101	101	95	95	-	-	99x	156	157
Austria	**178**	-	-	-	-	751	525	104	103	90	91	-	-	96	101	97
Azerbaijan	**48**	99	96	99x	96x	23	22	97	96	89	90	91	91	98	80	80
Bahamas	**138**	94	96	95	97	739	230	95	92	88	88	-	-	78	88x	91x
Bahrain	**138**	87	75	91	83	580	472	102	103	93	95	85	84	96	99	105
Bangladesh	**58**	46	23	52	29	50	6	98	95	80	83	78	80	70	52	56
Barbados	**144**	98	96	98	97	888	285	109	108	89	90	-	-	-	99	103
Belarus	**125**	99	97	100	99	292	243	101	96	87x	84x	-	-	96	96	93
Belgium	**164**	-	-	-	-	797	466	105	104	100	100	-	-	-	138	153
Belize	**84**	70x	70x	80x	80x	591	183	130	125	100	100	92	90	78	72	72
Benin	**24**	38	16	52	24	110	11	103	69	83	57	52	34	64	30	14
Bhutan	**52**	51	23	61	34	19	6	82	62	58	47	-	-	87	7x	2x
Bolivia	**58**	87	70	92	79	675	116	115	112	97	97	92	90	82	81	76
Bosnia and Herzegovina	**136**	92	85	98x	89x	267	0	100	100	100	100	98	98	-	-	-
Botswana	**42**	66	70	74	80	154	20	109	109	82	85	82	85	88	78	85
Brazil	**92**	82	81	85	85	434	223	170	162	100	93	95	95	66	98	109
Brunei Darussalam	**164**	91	79	95	88	302	250	109	104	90x	91x	-	-	95	105	116
Bulgaria	**138**	98	96	99	98	537	394	105	102	96	94	-	-	91	93	91
Burkina Faso	**12**	25	8	33	13	34	9	51	35	41	28	32	22	68	12	8
Burundi	**14**	49	28	56	41	69	4	69	56	49	40	49	44	74x	8	6
Cambodia	**30**	-	-	79x	58x	128	9	109	95	94	83	66	65	45	22	12
Cameroon	**25**	72	53	82	69	163	32	88	74	81x	71x	76	71	51x	22	17
Canada	**161**	-	-	-	-	1067	710	98	99	98	99	-	-	99x	102	103
Cape Verde	**88**	75	53	84	65	183	4	145	143	98	99	-	-	91	54	56
Central African Republic	**19**	47	21	60	35	83	5	68	45	63	42	47	39	24x	15x	6x
Chad	**11**	57	29	67	41	236	1	87	53	69	45	46	33	55	18	5
Chile	**147**	94	94	96	96	354	215	109	105	89	88	90	89	100	87	88
China	**85**	87	68	92	77	335	321	105	108	92	95	99	99	97	66	60
Colombia	**118**	89	88	92	92	524	115	113	112	88	88	90	90	69	67	75
Comoros	**57**	63x	47x	78x	70x	141	2	91	76	60	50	34	34	48	23	18
Congo	**45**	77	58	88	74	126	12	82	75	99x	93x	-	-	55	62	45
Congo, Democratic Republic of the	**9**	-	-	83x	54x	376	135	49	44	33	32	55	48	64	24	13
Cook Islands	**118**	-	-	-	-	711	193	113	110	99	97	-	-	51	-	-
Costa Rica	**149**	94	94	95	96	261	140	109	106	91	91	92	91	89	48	54
Côte d'Ivoire	**20**	43	23	55	38	161	64	88	66	67	50	61	52	70	28	15
Croatia	**158**	99	94	99	97	337	272	91	89	72	72	-	-	98x	83	86
Cuba	**152**	95	95	96	96	352	239	106	102	100	99	93	95	95	80	84
Cyprus	**164**	98	90	99	95	406	325	82	83	81	82	-	-	100	81	85
Czech Republic	**178**	-	-	-	-	803	531	104	104	90	90	-	-	98	87	89
Denmark	**189**	-	-	-	-	1145	594	102	102	99	99	-	-	100x	125	131
Djibouti	**28**	55	27	65	38	84	45	43	31	35	26	73y	62y	77	13	17
Dominica	**143**	-	-	-	-	647	78	93	105	89	89	-	-	91	-	-
Dominican Republic	**76**	80	79	84	84	178	95	126	123	90	91	91	92	84	60	73
East Timor	**36**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ecuador	**98**	91	86	94	90	348	130	114	114	97	98	90	90	72	56	57
Egypt	**83**	60	34	67	44	317	119	104	96	95	90	88	84	92	86	81
El Salvador	**85**	76	69	82	76	465	677	113	109	74	87	-	-	77	50	50
Equatorial Guinea	**26**	85	61	92	75	428	10	137	112	88	70	38	38	16	43	19
Eritrea	**41**	-	-	-	-	100	0	67	55	43	37	39y	35y	95	33	23
Estonia	**147**	-	-	98x	98x	698	418	105	101	98	97	-	-	96x	105	108
Ethiopia	**21**	36	21	44	33	202	6	85	57	34	28	33	28	51	6	4

	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000				1995-99* (gross)		1995-99* (net)						
		male	female	male	female	radio	television	male	female	male	female	male	female		male	female
Fiji	**121**	92	86	95	91	636	27	111	110	99	100	-	-	92	64x	65x
Finland	**178**	-	-	-	-	1498	622	101	100	100	100	-	-	100	119	130
France	**164**	-	-	-	-	946	595	106	105	100	100	-	-	98	109	109
Gabon	**56**	68	45	80	62	183	55	134	130	82	83	93	93	59	58	51
Gambia	**35**	32	20	44	30	165	4	79	71	75	65	49	44	74	31	23
Georgia	**102**	100	98	100x	99x	590	502	95	95	95	95	98	98	98	77	78
Germany	**178**	-	-	-	-	948	567	106	105	86	87	-	-	100x	100	99
Ghana	**49**	69	46	79	61	236	93	82	74	51	50	75	74	80x	45x	29x
Greece	**178**	98	92	99	96	475	240	99	99	97	97	-	-	100x	93	96
Grenada	**110**	-	-	-	-	615	353	133	118	98	97	-	-	-	-	-
Guatemala	**72**	69	54	76	61	79	61	105	94	83	79	80	75	51	35	30
Guinea	**22**	45	18	55	27	49	12	75	51	56	41	46	33	87	20	7
Guinea-Bissau	**8**	42	12	53	21	43	-	99	66	63	45	44	38	20x	26	14
Guyana	**64**	98	96	99	98	498	55	117	115	100	94	97	92	91	80	82
Haiti	**38**	42	37	51	46	53	5	153	155	78	83	52	57	41	21x	20x
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	**88**	74	76	78x	85x	410	95	96	98	85	86	-	-	58	29x	37x
Hungary	**152**	99	99	100	99	690	435	104	103	90	90	-	-	98x	98	99
Iceland	**189**	-	-	-	-	950	358	102	101	100	100	-	-	99x	105	113
India	**54**	62	34	69	42	120	65	99	82	78	64	79	73	60	59	39
Indonesia	**77**	88	75	92	82	155	68	110	106	93	90	93	93	90	56	54
Iran (Islamic Republic of)	**81**	73	55	84	70	263	71	89	86	75	74	99	96	98	83	77
Iraq	**33**	-	-	71x	45x	229	83	111	91	100	86	88	80	72x	47	29
Ireland	**164**	-	-	-	-	697	402	120	119	90	90	-	-	95	119	127
Israel	**164**	97	92	98	94	524	288	115	114	100	100	-	-	100x	93	93
Italy	**164**	98	97	99	98	880	528	102	101	100	100	-	-	99	95	91
Jamaica	**125**	78	87	83	91	483	183	96	102	94	94	92	94	96x	85	82
Japan	**178**	-	-	-	-	956	686	101	101	100	100	-	-	100x	101	103
Jordan	**94**	90	72	95	84	271	82	101	101	93	94	95	94	98	86	89
Kazakhstan	**61**	98	98	98x	98x	395	237	100	100	100	100	87	88	92	87	87
Kenya	**40**	81	61	89	76	108	26	89	88	92x	89x	73	75	68x	31	28
Kiribati	**67**	-	-	-	-	212	15	-	-	-	-	-	-	95	-	-
Korea, Democratic People's Republic of	**73**	-	-	100x	100x	146	52	108x	101x	-	-	-	-	100	-	-
Korea, Republic of	**178**	98	93	99	96	1039	348	98	99	97	98	-	-	99	98	97
Kuwait	**151**	80	73	84	80	678	505	85	84	68	65	-	-	97	65	65
Kyrgyzstan	**71**	-	-	99x	95x	113	45	103	100	82	82	95	95	89	82	84
Lao People's Democratic Republic	**49**	65	39	74	50	145	10	124	106	85	78	71	67	54	42	29
Latvia	**121**	100	99	100	100	715	496	102	100	93	93	-	-	96	88	90
Lebanon	**95**	88	73	92	80	907	375	102	98	71	71	90	90	91	75	82
Lesotho	**34**	66	89	74	94	52	27	99	108	55	62	62	68	68	24	32
Liberia	**5**	55	23	70	37	329	29	137	99	100	64	59y	53y	33	27	18
Libyan Arab Jamahiriya	**130**	83	51	91	68	259	140	110x	110x	97x	96x	-	-	89x	75	84
Liechtenstein	**149**	-	-	-	-	658	364	-	-	-	-	-	-	-	-	-
Lithuania	**152**	99	98	100	99	513	459	101	100	94	94	-	-	98	115	71
Luxembourg	**178**	-	-	-	-	683	391	99	101	95	97	-	-	-	93	98
Madagascar	**32**	-	-	50x	44x	209	22	104	100	66	67	50	53	51	15	14
Malawi	**15**	69	36	75	47	258	-	158	158	66	71	77	79	34	50	40
Malaysia	**158**	87	75	91	84	434	172	102	100	100	100	94	94	99	94	104
Maldives	**58**	94	94	96	96	129	28	133	134	100	100	99	97	98	41	44
Mali	**6**	32	18	48	33	55	4	65	45	51	36	33	25	84	20	10
Malta	**178**	88	89	91	93	669	735	106	107	99	100	-	-	100	95	85
Marshall Islands	**70**	-	-	-	-	-	-	134	133	100	100	-	-	-	-	-
Mauritania	**15**	46	24	51	29	146	25	87	82	63	59	55	53	66	21	15
Mauritius	**130**	85	75	88	81	371	228	108	109	94	94	97	98	100	108	106
Mexico	**102**	90	85	93	89	329	272	114	113	100	100	97	97	85	72	75
Micronesia (Federated States of)	**114**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moldova, Republic of	**95**	99	95	100	98	736	288	96	95	-	-	86	87	93	78	81

TABLE 4. EDUCATION

	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000				1995-99* (gross)		1995-99* (net)						
		male	female	male	female	radio	television	male	female	male	female	male	female		male	female
Monaco	**178**	-	-	-	-	1039	768	-	-	-	-	-	-	98x	-	-
Mongolia	**61**	99	99	99	99	142	47	97	100	88	91	85	84	-	58	71
Morocco	**78**	53	25	62	36	247	115	98	83	79	70	65	47	82	44	35
Mozambique	**12**	49	18	60	28	40	5	98	73	55	46	63	56	46	17	11
Myanmar	**43**	87	74	89	81	96	6	91	91	84	83	68	69	69	35	35
Namibia	**69**	77	72	83	81	143	37	112	114	77	82	84	87	83	56	63
Nauru	**98**	-	-	93x	96x	609	46	104	98	99	97	-	-	-	-	-
Nepal	**55**	48	14	59	24	38	6	140	104	79	60	71	60	44	62	45
Netherlands	**164**	-	-	-	-	980	519	109	107	100	99	-	-	96x	127	122
New Zealand	**164**	-	-	-	-	997	512	101	101	100	100	-	-	97	110	116
Nicaragua	**79**	61	61	64	64	265	68	104	105	79	80	80	80	55	55	65
Niger	**2**	18	5	23	8	70	13	39	26	21	22	36	25	61	8	5
Nigeria	**15**	59	38	72	56	226	66	75	65	38	33	58	54	80x	33x	28x
Niue	**-**	-	-	-	-	586	-	100	100	100	100	-	-	-	-	-
Norway	**189**	-	-	-	-	917	462	101	101	100	100	-	-	100x	116	118
Occupied Palestinian Territory	**114**	-	-	-	-	-	-	108	109	99	99	93	94	98	78	83
Oman	**146**	68	38	80	62	607	694	75	71	66	65	90	88	94	68	67
Pakistan	**43**	49	20	58	28	94	22	99	69	84	60	50	41	50	46	32
Palau	**102**	-	-	-	-	663	608	-	-	-	-	-	-	-	-	-
Panama	**110**	89	88	93	91	299	187	111	108	98	98	-	-	92	67	71
Papua New Guinea	**53**	78	57	84	68	91	9	88	80	88	80	32y	31y	60	24	18
Paraguay	**98**	92	88	94	92	182	101	115	111	91	92	92	80	76	56	58
Peru	**85**	92	79	95	85	273	126	128	127	100	100	87y	87y	88	83	78
Philippines	**88**	93	92	96	95	161	52	118	119	98	93	89	91	69	73	79
Poland	**152**	100	100	100	100	522	337	102	100	97	97	-	-	98x	99	98
Portugal	**164**	91	84	95	90	306	336	125	120	100	100	-	-	97	108	116
Qatar	**138**	77	76	80	83	450	404	108	104	95	96	-	-	88	78	107
Romania	**121**	99	95	99	97	319	233	103	101	93	93	96	96	96	80	81
Russian Federation	**121**	100	97	100	99	417	410	108x	107x	93x	93x	-	-	-	79	85
Rwanda	**15**	63	44	74	61	101	0	124	121	97	97	68	68	45	12	12
Saint Kitts and Nevis	**114**	-	-	-	-	701	264	101	94	92	86	-	-	-	-	-
Saint Lucia	**130**	-	-	-	-	746	213	117	111	95	96	-	-	95x	85	104
Saint Vincent and the Grenadines	**110**	-	-	-	-	690	163	99	83	90	78	-	-	-	-	-
Samoa	**110**	-	-	-	-	1035	61	104	101	97	96	-	-	83	73	80
San Marino	**164**	-	-	-	-	620x	358x	-	-	-	-	-	-	100	-	-
Sao Tome and Principe	**63**	85x	62x	-	-	272	163	-	-	-	-	73	74	-	-	-
Saudi Arabia	**105**	78	51	84	67	321	262	70	67	60	56	-	-	95	72	65
Senegal	**30**	38	19	47	28	141	41	78	68	66	58	51	44	77	24	15
Seychelles	**137**	-	-	87x	89x	560	145	101	101	100	100	-	-	100	-	-
Sierra Leone	**1**	40	14	51	23	253	12	68	63	68	63	39	34	-	26	22
Singapore	**189**	95	83	96	88	744	388	95	93	93x	92x	-	-	100x	70	77
Slovakia	**152**	100	100	100	100	581	488	99	98	-	-	-	-	97x	86	87
Slovenia	**178**	-	-	100x	100x	403	356	98	97	94	93	-	-	98x	97	100
Solomon Islands	**114**	-	-	-	-	141	6	104x	90x	-	-	-	-	81	21x	14x
Somalia	**7**	36x	14x	-	-	53	15	18x	9x	13x	7x	13	11	-	10x	6x
South Africa	**66**	82	80	86	84	355	134	121	117	95	96	-	-	76	86	95
Spain	**164**	98	95	99	97	331	409	105	105	100	100	-	-	98x	110	116
Sri Lanka	**130**	93	85	94	89	211	84	107	104	97	97	-	-	97	70	74
Sudan	**46**	59	31	68	46	272	86	59	51	49	41	54	52	87	22	36
Suriname	**95**	94	89	96	93	728	153	129x	125x	100x	100x	88	91	99x	50x	58x
Swaziland	**27**	74	70	81	79	168	23	128	121	92	94	71	71	76	60	60
Sweden	**193**	-	-	-	-	932	519	108	111	100	100	-	-	97	135	172
Switzerland	**164**	82x	80x	-	-	979	457	108	107	100	99	-	-	100x	103	96
Syrian Arab Republic	**105**	82	47	88	60	278	70	108	99	96	89	99	98	92	44	39
Tajikistan	**64**	99	97	100	99	143	3	109	101	90	83	83	84	-	82	70
Tanzania, United Republic of	**23**	76	51	84	67	280	3	63	63	46	48	47	51	81	6	5
Thailand	**105**	96	91	97	94	234	254	96	91	83	80	-	-	97	78	80

	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000				1995-99* (gross)		1995-99* (net)						
		male	female	male	female	radio	television	male	female	male	female	male	female		male	female
The former Yugoslav Republic of Macedonia	**109**	97x	91x	-	-	206	257	101	100	94	93	-	-	95	85	82
Togo	**29**	61	29	72	43	219	17	139	109	100	82	67	59	52	50	22
Tonga	**125**	-	-	-	-	619	21	124	120	98	93	-	-	92	-	-
Trinidad and Tobago	**125**	98	96	99	98	533	333	105	103	93	93	-	-	96	75	82
Tunisia	**108**	72	46	81	60	224	100	121	115	99	97	95	93	92	73	76
Turkey	**79**	90	69	94	77	178	330	98	86	93	82	73	70	99	67	48
Turkmenistan	**51**	99x	97x	-	-	289	194	-	-	-	-	81y	80y	-	-	-
Tuvalu	**74**	-	-	98x	98x	384	-	100	100	100	100	-	-	96	-	-
Uganda	**36**	69	43	78	57	130	16	129	114	92	83	69	66	45	15	9
Ukraine	**125**	-	-	98x	99x	882	353	87x	86x	-	-	-	-	98x	87	99
United Arab Emirates	**152**	78	84	85x	93x	355	134	95	94	78	79	-	-	92	70	80
United Kingdom	**161**	-	-	-	-	1443	521	99	99	99	99	-	-	-	146	169
United States	**158**	-	-	-	-	2116	806	101	99	95	95	-	-	99x	94	95
Uruguay	**138**	96	97	97	98	603	239	113	111	93	94	-	-	86	84	99
Uzbekistan	**68**	95	95	99x	99x	465	276	100	100	87	89	78	78	-	99x	87x
Vanuatu	**81**	-	-	-	-	350	14	113	122	100	92	-	-	65	31	26
Venezuela	**120**	91	89	93	93	472	180	103	101	84	92	-	-	91	54	65
Viet Nam	**88**	94	85	96	91	107	47	110	107	95	94	94	93	83	68	61
Yemen	**46**	55	13	67	25	64	29	98	56	76	45	75y	40y	74	69	25
Yugoslavia	**130**	97x	88x	99x	97x	296	259	65	67	50	51	98	96	100x	59	62
Zambia	**10**	79	59	85	71	120	32	81	76	67	66	62	62	78	29	22
Zimbabwe	**38**	91	83	96	90	102	33	98	95	80	80	80	82	73	48	43

REGIONAL SUMMARIES

Sub-Saharan Africa		60	41	69	54	199	47	85	74	54	49	55	52	61	26	22
Middle East and North Africa		67	41	75	54	275	114	94	83	80	73	86	79	91	67	62
South Asia		60	32	66	40	110	53	99	81	79	66	74	68	59	57	40
East Asia and Pacific		88	72	93	80	304	252	106	107	92	93	95	95	93	65	61
Latin America and Caribbean		87	84	89	87	409	204	134	130	96	94	93	92	76	80	86
CEE/CIS and Baltic States		98	93	99	96	442	339	100	95	92	88	81	79	97	81	80
Industrialized countries		-	-	-	-	1322	641	102	101	97	97	-	-	-	105	108
Developing countries		77	58	82	66	245	157	103	94	82	76	80	77	76	60	53
Least developed countries		53	31	61	40	142	23	88	74	62	57	57	52	62	31	26
World		82	69	85	74	417	240	103	95	83	78	81	77	77	66	61

Countries in each region are listed on page 114

DEFINITIONS OF THE INDICATORS

Adult literacy rate – Percentage of persons aged 15 and over who can read and write.

Gross primary or secondary school enrolment ratio – The number of children enrolled in a level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to the same level.

Net primary school enrolment ratio – The number of children enrolled in primary school who belong to the age group that officially corresponds to primary schooling, divided by the total population of the same age group.

Net primary school attendance – Percentage of children in the age group that officially corresponds to primary schooling who attend primary school. These data come from national household surveys.

Primary school entrants reaching grade five – Percentage of the children entering the first grade of primary school who eventually reach grade five.

MAIN DATA SOURCES

Adult literacy – United Nations Educational, Scientific and Cultural Organization (UNESCO), including the Education for All 2000 Assessment.

Radio and television – UNESCO.

Primary and secondary school enrolment – UNESCO, including the Education for All 2000 Assessment.

Net primary school attendance – Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

Reaching grade five – UNESCO, including the Education for All 2000 Assessment.

NOTES

-	Data not available.
x	Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
y	Indicates data that differ from the standard definition or refer to only part of a country, but are included in the calculation of regional and global averages.
*	Data refer to the most recent year available during the period specified in the column heading.

TABLE 5. DEMOGRAPHIC INDICATORS

Countries and territories	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
Afghanistan	**4**	11219	3928	0.4	4.5	26	22	50	48	38	43	6.8	23	2.9	6.5
Albania	**98**	1100	300	2.2	-0.4	8	5	33	19	67	73	2.4	43	2.8	1.2
Algeria	**75**	12653	3528	3.0	2.0	16	5	49	24	53	70	2.9	58	4.3	3.0
Andorra	**161**	17	4	5.4	4.8	-	-	-	-	-	-	-	92	5.1	4.6
Angola	**3**	7412	2678	2.7	3.1	27	20	49	51	37	45	7.2	35	5.7	5.3
Antigua and Barbuda	**144**	23	6	0.5	0.3	-	-	-	-	-	-	-	37	0.7	0.8
Argentina	**130**	12278	3515	1.5	1.3	9	8	23	19	66	74	2.5	88	2.0	1.5
Armenia	**93**	1083	193	1.7	0.6	5	7	24	9	72	73	1.2	67	2.3	0.6
Australia	**164**	4750	1259	1.5	1.2	9	7	20	13	71	79	1.8	91	1.5	1.9
Austria	**178**	1613	391	0.2	0.4	13	10	15	9	70	78	1.3	67	0.1	0.5
Azerbaijan	**48**	2761	572	1.6	1.1	7	6	29	13	68	72	1.6	52	2.0	0.7
Bahamas	**138**	108	30	2.0	1.7	7	7	31	20	66	69	2.3	89	2.8	2.3
Bahrain	**138**	213	55	4.0	2.6	9	4	40	16	62	74	2.4	92	4.5	3.1
Bangladesh	**58**	63232	18871	2.5	2.2	21	9	47	31	44	60	3.6	26	7.3	4.6
Barbados	**144**	67	17	0.4	0.4	9	8	22	12	69	77	1.5	51	1.3	1.5
Belarus	**125**	2332	456	0.6	-0.1	8	14	16	9	71	69	1.2	70	2.7	0.3
Belgium	**164**	2120	539	0.2	0.3	12	10	14	10	71	79	1.5	97	0.3	0.3
Belize	**84**	103	29	2.1	2.0	8	4	40	26	66	74	3.0	48	1.8	2.0
Benin	**24**	3432	1131	2.7	3.0	25	13	53	42	42	54	5.8	43	6.3	5.0
Bhutan	**52**	1052	333	2.4	2.1	22	9	42	35	42	62	5.2	7	4.9	5.4
Bolivia	**58**	3895	1221	2.2	2.4	20	8	45	31	46	63	4.1	63	3.9	3.5
Bosnia and Herzegovina	**136**	938	205	0.9	-0.5	7	8	23	10	66	74	1.3	43	2.8	0.3
Botswana	**42**	768	223	3.3	2.1	15	23	51	31	52	39	4.1	49	11.6	3.4
Brazil	**92**	59214	16021	2.2	1.4	11	7	35	19	59	68	2.2	82	3.6	2.2
Brunei Darussalam	**164**	124	34	3.4	2.4	7	3	36	20	67	76	2.6	73	3.7	3.3
Bulgaria	**138**	1517	306	0.1	-0.9	9	15	16	8	71	71	1.1	68	1.4	-0.8
Burkina Faso	**12**	6631	2276	2.5	2.5	25	17	53	47	40	47	6.8	17	6.8	4.6
Burundi	**14**	3559	1133	2.4	1.3	20	21	44	44	44	41	6.8	9	7.2	5.0
Cambodia	**30**	6937	2131	1.6	3.0	21	11	42	36	43	56	4.9	18	2.0	6.0
Cameroon	**25**	7576	2378	2.8	2.4	21	15	45	37	44	50	4.8	50	6.2	4.4
Canada	**161**	7087	1766	1.2	1.0	7	8	17	11	73	79	1.6	79	1.3	1.3
Cape Verde	**88**	200	61	1.2	2.3	12	6	41	30	56	70	3.3	63	5.3	5.5
Central African Republic	**19**	1877	615	2.3	2.3	23	19	43	38	42	44	5.0	42	3.4	3.2
Chad	**11**	4313	1542	2.3	3.0	27	19	48	49	38	46	6.7	24	5.2	4.3
Chile	**147**	5134	1433	1.6	1.5	10	6	30	19	62	75	2.4	86	2.1	1.8
China	**85**	376467	95091	1.6	1.0	9	7	33	15	61	71	1.8	37	3.9	3.6
Colombia	**118**	16407	4752	2.2	1.8	9	6	38	23	61	71	2.7	76	3.2	2.7
Comoros	**57**	363	120	3.2	2.9	18	9	50	38	48	60	5.1	34	5.1	4.7
Congo	**45**	1643	581	2.8	3.0	20	14	46	45	46	51	6.3	66	5.5	4.6
Congo, Democratic Republic of the	**9**	29197	10340	3.0	3.2	20	14	48	48	45	52	6.7	31	2.6	4.1
Cook Islands	**118**	8	2	-0.8	1.0	-	-	-	-	-	-	-	59	-0.2	0.9
Costa Rica	**149**	1562	446	2.8	2.7	7	4	35	22	67	77	2.7	60	4.5	3.7
Côte d'Ivoire	**20**	8035	2466	4.1	2.4	21	16	51	36	44	48	4.8	44	6.0	3.3
Croatia	**158**	1020	269	0.4	0.3	10	11	15	12	69	74	1.7	58	1.9	0.9
Cuba	**152**	2822	703	1.1	0.5	7	7	30	12	69	76	1.6	75	2.1	0.7
Cyprus	**164**	218	53	0.5	1.3	10	7	20	13	71	78	1.9	70	2.8	2.1
Czech Republic	**178**	2033	441	0.2	0.0	13	11	16	9	70	75	1.2	75	2.1	-0.1
Denmark	**189**	1142	322	0.2	0.3	10	11	16	11	73	76	1.7	85	0.5	0.4
Djibouti	**28**	320	103	5.9	2.2	25	20	57	38	40	42	5.9	84	7.2	2.5
Dominica	**143**	25	7	0.1	0.0	-	-	-	-	-	-	-	71	1.9	0.4
Dominican Republic	**76**	3364	944	2.3	1.7	11	7	42	24	58	67	2.8	66	4.2	2.8
East Timor	**36**	375	89	1.0	0.1	24	14	45	27	39	49	4.0	8	0.1	0.0
Ecuador	**98**	5108	1467	2.7	2.1	12	6	42	24	58	70	2.9	63	4.4	3.3
Egypt	**83**	28708	8014	2.3	1.9	17	6	40	24	51	68	3.0	43	2.5	1.7
El Salvador	**85**	2651	802	1.8	2.0	12	6	44	26	57	70	3.0	61	2.9	4.1
Equatorial Guinea	**26**	235	82	1.0	2.6	25	16	42	43	40	51	5.9	49	2.4	5.6
Eritrea	**41**	1919	638	2.6	1.9	21	14	47	40	43	52	5.4	19	4.1	3.7
Estonia	**147**	299	59	0.7	-1.2	11	13	15	9	70	71	1.2	69	1.2	-1.4
Ethiopia	**21**	33331	11469	2.5	2.8	23	20	48	44	41	44	6.8	16	4.4	4.8

	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
Fiji	**121**	324	97	1.7	1.2	8	5	35	25	60	69	3.0	50	2.5	2.9
Finland	**178**	1118	281	0.4	0.3	10	10	15	10	70	78	1.6	59	1.4	0.0
France	**164**	13414	3641	0.6	0.4	11	9	17	12	72	79	1.8	76	0.8	0.6
Gabon	**56**	582	201	3.1	2.7	21	15	32	38	44	53	5.4	82	7.0	4.4
Gambia	**35**	615	209	3.5	3.3	28	17	50	38	36	47	4.9	31	6.0	5.4
Georgia	**102**	1295	289	0.7	-0.4	7	10	19	11	68	73	1.4	56	1.5	-0.2
Germany	**178**	15355	3743	0.1	0.3	12	11	14	9	71	78	1.3	88	0.4	0.5
Ghana	**49**	9410	2857	2.8	2.4	17	11	47	33	49	57	4.3	36	3.6	3.2
Greece	**178**	1962	496	0.7	0.4	8	10	17	9	72	78	1.3	60	1.3	0.6
Grenada	**110**	33	9	-0.2	0.3	-	-	-	-	-	-	-	38	0.1	1.4
Guatemala	**72**	5877	1874	2.6	2.6	15	7	45	35	52	65	4.6	40	2.9	3.1
Guinea	**22**	4189	1459	2.3	2.7	28	17	52	44	37	48	6.0	28	4.9	4.3
Guinea-Bissau	**8**	612	215	2.4	2.4	28	20	45	45	36	45	6.0	33	4.7	5.2
Guyana	**64**	279	81	0.2	0.4	11	9	38	22	60	63	2.4	37	0.8	1.3
Haiti	**38**	3933	1146	2.1	1.6	19	13	39	31	47	53	4.1	36	4.1	3.6
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
Honduras	**88**	3173	969	3.2	2.7	15	7	48	31	52	66	3.9	54	5.0	5.0
Hungary	**152**	2012	473	0.0	-0.4	11	14	15	9	69	72	1.3	65	1.2	0.0
Iceland	**189**	78	21	1.1	0.9	7	7	22	14	74	79	1.9	93	1.4	1.1
India	**54**	402043	116316	2.1	1.8	17	9	40	25	49	64	3.1	28	3.4	2.6
Indonesia	**77**	78016	21639	2.1	1.5	17	7	41	21	48	67	2.4	42	5.0	4.4
Iran (Islamic Republic of)	**81**	31637	7466	3.5	1.8	15	5	45	22	53	69	2.9	65	5.0	3.1
Iraq	**33**	11340	3637	3.1	2.8	16	8	48	35	55	63	4.9	68	4.1	2.6
Ireland	**164**	1012	269	0.9	0.8	11	8	22	15	71	77	2.0	59	1.3	1.2
Israel	**164**	2052	622	2.2	2.8	7	6	27	20	71	79	2.8	92	2.6	3.0
Italy	**164**	9902	2590	0.3	0.1	10	11	17	9	72	79	1.2	67	0.4	0.2
Jamaica	**125**	971	261	1.2	0.8	8	6	35	21	68	75	2.4	57	2.3	1.7
Japan	**178**	22787	6131	0.8	0.3	7	8	19	9	72	81	1.4	79	1.3	0.5
Jordan	**94**	2348	783	3.5	4.0	16	4	51	34	54	71	4.4	79	4.7	4.8
Kazakhstan	**61**	5181	1249	1.2	-0.4	9	10	26	16	64	65	2.0	56	1.9	-0.5
Kenya	**40**	15867	4770	3.6	2.6	17	13	52	35	50	50	4.3	34	7.9	5.8
Kiribati	**67**	38	12	1.8	1.4	-	-	-	-	-	-	-	39	3.3	2.4
Korea, Democratic People's Republic of	**73**	7017	1902	1.6	1.1	9	10	33	17	61	65	2.1	61	2.0	1.4
Korea, Republic of	**178**	11846	3067	1.5	0.8	9	6	31	13	60	75	1.5	82	4.5	1.8
Kuwait	**151**	744	150	5.3	-0.8	6	3	47	18	66	76	2.7	96	6.3	-0.7
Kyrgyzstan	**71**	1980	513	2.0	1.1	11	7	31	20	62	68	2.5	34	2.0	0.3
Lao People's Democratic Republic	**49**	2649	846	2.1	2.4	23	13	44	36	40	54	5.0	20	4.5	4.7
Latvia	**121**	514	90	0.6	-0.9	11	13	14	8	70	71	1.1	60	1.3	-2.3
Lebanon	**95**	1298	333	0.5	2.5	11	5	36	19	64	73	2.2	90	2.2	3.1
Lesotho	**34**	940	293	2.1	1.8	18	20	43	33	48	44	4.5	29	6.4	5.1
Liberia	**5**	1555	614	2.2	3.4	21	13	49	55	46	53	6.8	46	4.6	4.1
Libyan Arab Jamahiriya	**130**	2218	664	3.9	2.1	16	5	49	27	52	71	3.5	88	6.8	2.7
Liechtenstein	**149**	7	2	1.6	1.2	-	-	-	-	-	-	-	22	1.7	1.6
Lithuania	**152**	864	178	0.9	-0.1	9	11	17	9	71	72	1.3	69	2.4	0.0
Luxembourg	**178**	98	28	0.6	1.3	12	9	13	12	70	78	1.7	92	1.8	1.9
Madagascar	**32**	8404	2932	2.7	2.9	20	14	46	42	44	53	5.8	30	5.3	5.2
Malawi	**15**	6136	2087	3.7	1.9	25	23	56	45	40	40	6.5	15	6.9	4.3
Malaysia	**158**	9019	2611	2.5	2.2	10	5	37	23	61	73	3.0	58	4.5	3.6
Maldives	**58**	152	49	2.9	3.0	17	6	40	36	50	67	5.5	28	6.1	3.8
Mali	**6**	6157	2209	2.4	2.6	26	18	51	50	42	52	7.0	31	4.9	5.0
Malta	**178**	95	24	0.9	0.8	9	8	17	12	70	78	1.8	91	1.5	1.1
Marshall Islands	**70**	23	7	2.8	1.5	-	-	-	-	-	-	-	66	3.0	1.6
Mauritania	**15**	1394	486	2.4	2.9	22	15	45	44	42	52	6.0	59	8.3	5.6
Mauritius	**130**	355	93	1.2	0.9	7	7	29	16	62	72	1.9	42	1.0	1.2
Mexico	**102**	38933	11126	2.5	1.7	10	5	44	23	61	73	2.6	75	3.5	2.0
Micronesia (Federated States of)	**114**	56	18	1.9	2.7	-	-	-	-	-	-	-	29	2.4	3.4
Moldova, Republic of	**95**	1203	251	1.0	-0.2	10	12	19	12	65	67	1.5	42	2.9	-1.2

TABLE 5. DEMOGRAPHIC INDICATORS

	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
Monaco	**178**	7	2	1.1	1.1	-	-	-	-	-	-	-	99	1.2	1.1
Mongolia	**61**	1054	267	2.8	1.3	14	7	42	22	53	63	2.4	57	4.0	1.3
Morocco	**78**	12368	3620	2.4	1.9	17	6	47	25	52	68	3.1	56	4.1	3.3
Mozambique	**12**	9418	3217	2.0	2.8	22	24	47	43	42	39	6.0	33	8.4	7.0
Myanmar	**43**	18752	5354	2.1	1.6	18	12	40	24	48	56	3.0	28	2.4	2.8
Namibia	**69**	900	282	2.8	2.4	18	18	44	35	48	45	5.0	31	4.6	3.9
Nauru	**98**	6	2	2.0	3.3	-	-	-	-	-	-	-	96	1.9	2.6
Nepal	**55**	11161	3620	2.1	2.4	22	10	41	35	42	59	4.6	12	6.3	5.2
Netherlands	**164**	3457	921	0.7	0.6	8	9	17	11	74	78	1.5	90	0.8	0.7
New Zealand	**164**	1036	274	0.9	1.1	9	8	22	14	71	78	2.0	86	1.1	1.3
Nicaragua	**79**	2576	810	2.9	2.8	14	5	48	33	54	69	4.0	57	3.5	3.4
Niger	**2**	6351	2375	3.1	3.4	27	20	56	56	37	46	8.0	21	6.3	5.9
Nigeria	**15**	60495	20068	2.9	2.8	22	14	48	40	43	52	5.6	45	5.7	5.1
Niue	-	1	0	-	-	-	-	-	-	-	-	-	35	-2.0	-0.2
Norway	**189**	1045	283	0.4	0.5	10	10	17	12	74	79	1.7	75	0.9	0.9
Occupied Palestinian Territory	**114**	1747	614	3.4	3.9	19	4	50	40	54	72	5.7	67	4.2	4.4
Oman	**146**	1326	416	4.5	3.5	21	4	50	36	47	71	5.6	77	13.0	5.4
Pakistan	**43**	69782	22651	2.9	2.5	18	10	44	37	48	60	5.2	34	3.9	3.4
Palau	**102**	9	3	2.0	2.6	-	-	-	-	-	-	-	68	3.2	2.3
Panama	**110**	1062	300	2.3	1.7	8	5	37	21	65	74	2.5	57	2.9	2.2
Papua New Guinea	**53**	2300	717	2.4	2.4	19	10	42	33	43	57	4.4	18	4.6	3.9
Paraguay	**98**	2586	784	2.9	2.6	9	5	37	30	65	70	3.9	57	4.3	4.0
Peru	**85**	10219	2893	2.5	1.7	14	6	42	23	53	69	2.7	73	3.4	2.3
Philippines	**88**	33699	9858	2.6	2.1	11	5	40	27	57	70	3.4	59	4.5	3.9
Poland	**152**	9094	1931	0.8	0.1	8	10	17	10	70	74	1.3	63	1.5	0.4
Portugal	**164**	2033	561	0.7	0.1	11	11	21	11	67	76	1.5	66	3.6	3.2
Qatar	**138**	179	53	7.0	2.2	13	4	34	18	61	70	3.4	93	7.6	2.5
Romania	**121**	4946	1137	0.7	-0.3	9	13	21	10	68	70	1.3	55	1.9	-0.1
Russian Federation	**121**	32171	6229	0.6	-0.2	9	15	15	9	70	66	1.2	73	1.4	-0.3
Rwanda	**15**	4094	1340	3.0	1.5	21	19	53	40	44	40	5.9	6	5.5	2.8
Saint Kitts and Nevis	**114**	13	4	-0.6	-0.9	-	-	-	-	-	-	-	34	-0.5	-0.9
Saint Lucia	**130**	57	17	1.4	1.2	8	6	41	23	64	74	2.6	38	1.0	1.4
Saint Vincent and the Grenadines	**110**	40	11	1.0	0.7	-	-	-	-	-	-	-	56	3.0	3.6
Samoa	**110**	77	21	0.6	-0.1	10	6	40	28	55	70	4.3	22	0.8	0.4
San Marino	**164**	5	1	1.2	1.5	-	-	-	-	-	-	-	90	3.1	1.3
Sao Tome and Principe	**63**	75	26	2.3	1.8	-	-	-	-	-	-	-	48	4.8	3.6
Saudi Arabia	**105**	10298	3265	4.9	2.8	18	4	48	34	52	72	5.7	87	7.3	3.8
Senegal	**30**	4908	1621	2.8	2.5	25	12	49	38	41	54	5.2	48	3.7	4.2
Seychelles	**137**	42	14	1.4	1.3	-	-	-	-	-	-	-	65	4.9	3.2
Sierra Leone	**1**	2328	845	2.1	1.1	30	25	49	51	34	40	6.5	38	4.8	3.2
Singapore	**189**	1046	271	1.9	2.8	5	5	23	12	69	78	1.5	100	1.9	2.8
Slovakia	**152**	1282	282	0.7	0.3	10	10	19	10	70	73	1.3	58	2.3	0.4
Slovenia	**178**	386	88	0.7	0.3	10	10	17	8	70	76	1.2	49	2.2	0.1
Solomon Islands	**114**	237	81	3.4	3.4	10	5	46	38	54	69	5.4	20	5.9	6.4
Somalia	**7**	5003	1874	3.4	2.2	25	17	51	52	40	48	7.3	28	4.3	3.6
South Africa	**66**	17645	5188	2.4	1.7	14	15	38	25	53	50	2.9	57	2.5	3.2
Spain	**164**	7186	1801	0.8	0.1	9	10	20	9	72	79	1.1	78	1.4	0.4
Sri Lanka	**130**	6056	1564	1.6	1.0	8	6	29	17	64	72	2.1	23	1.5	1.8
Sudan	**46**	14739	4790	2.7	2.3	22	11	48	35	43	56	4.6	37	5.1	5.3
Suriname	**95**	155	39	0.4	0.4	8	6	37	19	63	71	2.1	75	2.1	1.6
Swaziland	**27**	451	139	3.0	1.8	19	21	47	34	46	42	4.5	27	7.5	2.8
Sweden	**193**	1891	415	0.3	0.3	10	11	14	9	74	80	1.4	83	0.4	0.3
Switzerland	**164**	1420	353	0.5	0.4	9	10	16	9	73	79	1.4	67	1.0	1.5
Syrian Arab Republic	**105**	7916	2285	3.4	2.7	14	4	47	30	55	71	3.8	52	4.0	3.2
Tajikistan	**64**	2790	749	2.9	1.3	11	6	40	24	63	68	3.1	28	2.2	0.1
Tanzania, United Republic of	**23**	18623	6064	3.2	2.9	20	13	50	39	45	51	5.2	33	9.1	6.9
Thailand	**105**	20171	5791	2.1	1.4	10	6	37	18	59	70	2.0	20	3.8	2.0

	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
The former Yugoslav Republic of Macedonia	**109**	552	140	1.0	0.6	8	8	24	12	66	73	1.6	59	2.0	0.9
Togo	**29**	2369	784	2.7	2.7	21	13	48	39	44	52	5.5	34	6.6	4.3
Tonga	**125**	41	11	0.8	0.3	-	-	-	-	-	-	-	33	2.6	0.8
Trinidad and Tobago	**125**	399	86	1.1	0.6	7	6	28	13	66	75	1.6	75	1.6	1.3
Tunisia	**108**	3394	829	2.3	1.4	14	7	40	18	54	70	2.2	66	3.6	2.7
Turkey	**79**	24038	7021	2.3	1.7	13	6	39	21	56	70	2.4	66	4.6	2.4
Turkmenistan	**51**	2108	600	2.6	2.5	11	7	38	26	60	67	3.3	45	2.3	2.5
Tuvalu	**74**	4	1	2.0	1.0	-	-	-	-	-	-	-	55	5.4	3.9
Uganda	**36**	13496	4858	3.0	3.0	19	18	51	51	46	45	7.1	15	4.7	5.5
Ukraine	**125**	10725	2095	0.5	0.5	9	15	16	8	71	68	1.1	68	1.5	0.3
United Arab Emirates	**152**	815	199	11.0	2.5	11	4	36	16	61	75	3.0	87	12.7	3.3
United Kingdom	**161**	13467	3447	0.2	0.3	12	11	16	11	72	78	1.6	90	0.2	0.4
United States	**158**	73767	19834	1.0	1.0	9	8	17	13	71	77	2.0	77	1.1	1.3
Uruguay	**138**	983	283	0.5	0.7	10	9	21	17	69	75	2.3	92	0.9	1.0
Uzbekistan	**68**	10659	2691	2.7	1.9	10	6	37	21	63	69	2.5	37	3.1	1.1
Vanuatu	**81**	98	30	2.7	2.8	14	6	43	32	53	68	4.4	22	4.5	4.4
Venezuela	**120**	9792	2805	3.0	2.1	7	5	38	23	65	73	2.8	87	3.8	2.5
Viet Nam	**88**	30942	7607	2.2	1.6	18	7	41	20	49	69	2.3	25	2.7	3.4
Yemen	**46**	10784	4056	3.0	4.5	23	9	53	50	41	61	7.6	25	5.7	5.4
Yugoslavia	**130**	2552	626	0.8	0.3	9	11	19	11	68	73	1.6	52	2.1	0.5
Zambia	**10**	5702	1918	3.2	2.5	19	20	51	42	46	42	5.8	40	4.6	2.7
Zimbabwe	**38**	6741	2065	3.4	2.1	13	18	47	36	55	43	4.7	36	6.0	4.3

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	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
Sub-Saharan Africa		325348	108836	2.9	2.6	21	16	48	41	44	48	5.6	35	4.5	4.7
Middle East and North Africa		155263	44913	3.1	2.3	17	6	45	28	51	67	3.7	57	4.2	3.1
South Asia		564697	167332	2.2	2.0	17	9	41	27	48	62	3.4	28	3.6	3.0
East Asia and Pacific		601336	157560	1.8	1.2	10	7	34	17	58	69	2.0	39	3.9	3.5
Latin America and Caribbean		193842	54891	2.2	1.6	11	6	37	22	60	70	2.6	76	3.2	2.3
CEE/CIS and Baltic States		127049	29345	1.0	0.3	9	11	20	12	66	69	1.6	63	1.8	0.3
Industrialized countries		190309	50109	0.7	0.6	10	9	17	11	72	78	1.6	79	0.9	0.9
Developing countries		1894433	548031	2.2	1.7	14	9	38	24	53	62	3.0	41	3.7	3.2
Least developed countries		340222	112883	2.5	2.6	22	14	47	40	43	51	5.3	26	4.5	4.8
World		2157844	612986	1.8	1.5	13	9	32	22	56	64	2.7	48	2.4	2.4

Countries in each region are listed on page 114.

DEFINITIONS OF THE INDICATORS

Life expectancy at birth – The number of years newborn children would live if subject to the mortality risks prevailing for the cross-section of population at the time of their birth.

Crude death rate – Annual number of deaths per 1,000 population.

Crude birth rate – Annual number of births per 1,000 population.

Total fertility rate – The number of children that would be born per woman if she were to live to the end of her child-bearing years and bear children at each age in accordance with prevailing age-specific fertility rates.

Urban population – Percentage of population living in urban areas as defined according to the national definition used in the most recent population census.

MAIN DATA SOURCES

Life expectancy – United Nations Population Division.

Child population – United Nations Population Division.

Crude death and birth rates – United Nations Population Division.

Fertility – United Nations Population Division.

Urban population – United Nations Population Division.

NOTES

- Data not available.

TABLE 6. ECONOMIC INDICATORS

Countries and territories	Under-5 mortality rank	GNI per capita (US$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below $1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
Afghanistan	**4**	250x	0.1	-	-	-	-	-	-	141	-	-	-
Albania	**98**	1230	-	3.0	34	-	4	2	4	319	8	1	1
Algeria	**75**	1630	2.4	0.1	17	2	4	24	17	162	0	62	19
Andorra	**161**	d	-	-	-	-	-	-	-	-	-	-	-
Angola	**3**	500	-	-1.1	659	-	6x	15x	34x	307	5	7	15
Antigua and Barbuda	**144**	9070	-	2.5	2	-	-	-	-	10	2	-	-
Argentina	**130**	6960	0.6	2.4	4	-	2	6	4	76	0	30	63
Armenia	**93**	560	-	-1.3	172	8	-	-	-	216	11	-	4
Australia	**164**	19770	2.1	2.8	2	-	15	8	7	-	-	-	-
Austria	**178**	23940	3.2	1.7	2	-	14	9	2	-	-	-	-
Azerbaijan	**48**	650	-	1.7	59	2	1	3	11	139	3	-	5
Bahamas	**138**	14960x	1.2	0.1	3	-	16	20	3	-	-	-	-
Bahrain	**138**	9370x	-	1.7	0	-	8	13	16	49	-	-	-
Bangladesh	**56**	370	0.5	3.1	4	29	5x	11x	10x	1171	2	18	8
Barbados	**144**	9250x	3.0	1.7	3	-	-	-	-	0	0	14x	6x
Belarus	**125**	1190	-	-0.6	318	2	4	4	4	-	-	-	2
Belgium	**164**	23340	2.9	1.8	2	-	2x	12x	5x	-	-	-	-
Belize	**84**	2910	3.2	1.6	2	-	8	20	5	15	2	6	15
Benin	**24**	360	0.1	1.9	8	-	6x	31x	17x	239	10	7	10
Bhutan	**52**	640	-	3.5	9	-	10	15	-	53	11	5	4
Bolivia	**58**	940	-0.1	1.4	8	14	10	20	7	477	6	31	36
Bosnia and Herzegovina	**136**	1240	-	16.2	3	-	-	-	-	737	15	-	20
Botswana	**42**	3630	8.6	2.9	9	33x	5	26	8	31	1	4	2
Brazil	**92**	3060	3.6	1.4	168	12	6	6	3	322	0	19	78
Brunei Darussalam	**164**	24630x	-1.8	-0.7	1	-	-	-	-	-	-	-	-
Bulgaria	**138**	1560	-	-0.9	93	2	5	4	8	-	-	19	13
Burkina Faso	**12**	210	1.1	2.4	4	61	7	17	14	336	14	6	14
Burundi	**14**	100	2.0	-4.3	13	-	2	15	23	93	13	41	23
Cambodia	**30**	270	-	2.0	22	-	-	-	-	398	13	-	1
Cameroon	**25**	570	2.5	-0.3	5	33	3	12	10	380	4	20	17
Canada	**161**	21340	2.3	2.0	1	-	1	2	6	-	-	-	-
Cape Verde	**88**	1310	-	3.3	5	-	-	-	-	94	16	5	7
Central African Republic	**19**	270	-0.6	-0.3	4	67	-	-	-	76	7	8	8
Chad	**11**	200	-1.2	-0.5	7	-	8x	8x	-	131	8	2	8
Chile	**147**	4350	1.2	4.8	7	2	12	18	8	49	0	20	25
China	**85**	890	4.8	8.9	6	19	0	2	12	1736	0	10	7
Colombia	**118**	1910	2.3	0.8	20	20	9	20	13	187	0	39	28
Comoros	**57**	380	-	-2.3	5	-	-	-	-	19	9	2	3
Congo	**45**	700	3.1	-3.1	10	-	-	-	-	33	2	32	0
Congo, Democratic Republic of the	**9**	100x	-1.4	-8.2	1423	-	0	0	18	184	-	5	-
Cook Islands	**118**	-	-	-	-	-	-	-	-	4	-	-	-
Costa Rica	**149**	3950	1.6	2.8	16	13	22	21	-	12	0	21	7
Côte d'Ivoire	**20**	630	1.0	0.1	8	12	4x	21x	4x	352	3	26	20
Croatia	**158**	4650	-	2.1	72	2	15	7	5	66	0	-	25
Cuba	**152**	1170x	-	-	1	-	23x	10x	-	44	-	-	-
Cyprus	**164**	12370x	6.2	3.1	4	-	6	12	4	-	-	-	-
Czech Republic	**178**	5270	-	1.1	11	2	17	9	5	-	-	-	12
Denmark	**189**	31090	2.1	2.1	2	-	1	13	4	-	-	-	-
Djibouti	**28**	890	-	-3.6	4	-	-	-	-	71	13	-	4
Dominica	**143**	3060	-	1.4	3	-	-	-	-	15	6	4	6x
Dominican Republic	**76**	2230	3.1	4.2	9	3	11	16	4	62	0	7	4
East Timor	**36**	-	-	-	-	-	-	-	-	233	-	-	-
Ecuador	**98**	1240	2.9	-0.3	39	20	11x	18x	13x	147	1	27	17
Egypt	**83**	1530	3.5	2.6	8	3	3	15	9	1328	1	20	8
El Salvador	**85**	2050	-0.4	2.3	7	21	5	24	7	180	1	14	5
Equatorial Guinea	**26**	700	-	18.8	17	-	-	-	-	21	6	3	0
Eritrea	**41**	190	-	0.4	10	-	-	-	-	176	24	-	1
Estonia	**147**	3880	-	1.7	45	2	16	10	5	-	-	-	8
Ethiopia	**21**	100	-	2.5	6	31	6	16	9	693	10	30	12

	Under-5 mortality rank	GNI per capita (US$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below $1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
Fiji	**121**	2130	1.9	1.7	3	-	9	18	6	29	2	12	2
Finland	**178**	23940	3.4	2.6	2	-	3	10	4	-	-	-	-
France	**164**	22690	2.9	1.4	2	-	16x	7x	6x	-	-	-	-
Gabon	**56**	3160	3.1	-0.1	6	-	-	-	-	12	0	4	14
Gambia	**35**	330	1.1	0.0	4	59	7x	12x	4x	49	11	18	6
Georgia	**102**	620	-	-4.9	279	2	3	4	4	170	5	-	7
Germany	**178**	23700	-	1.2	2	-	17x	1x	7x	-	-	-	-
Ghana	**49**	290	-1.2	1.9	27	45	7	22	5	609	9	20	16
Greece	**178**	11780	3.8	2.0	9	-	7	11	8	-	-	-	-
Grenada	**110**	3720	-	2.9	2	-	10	17	-	17	5	3	4
Guatemala	**72**	1670	1.4	1.4	10	10	11	17	11	264	1	11	8
Guinea	**22**	400	-	1.6	5	-	3x	11x	29x	153	5	18	13
Guinea-Bissau	**8**	160	-0.5	-1.3	29	-	1x	3x	4x	80	37	21	7
Guyana	**64**	840	-0.3	4.4	12	-	-	-	-	108	17	-	16x
Haiti	**38**	480	0.1	-2.5	19	-	-	-	-	208	5	4	6
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	**88**	900	1.1	0.3	18	24	10x	19x	7x	449	8	30	18
Hungary	**152**	4800	3.9	2.0	18	2	4	6	2	-	-	30	24
Iceland	**189**	28880	3.6	2.0	3	-	25	10	-	-	-	-	-
India	**54**	460	1.6	4.0	8	44	2	3	16	1487	0	25	12
Indonesia	**77**	680	4.3	2.1	16	8	2	6	4	1731	1	31	23
Iran (Islamic Republic of)	**81**	1750	-3.5	2.0	26	-	7	19	14	130	0	1	11
Iraq	**33**	2170x	-1.1	-	0x	-	-	-	-	101	-	-	-
Ireland	**164**	23060	3.1	6.7	4	-	16	14	3	-	-	-	-
Israel	**164**	16710x	3.1	2.2	10	-	13	14	17	-	-	-	-
Italy	**164**	19470	3.2	1.5	4	-	11x	8x	4x	-	-	-	-
Jamaica	**125**	2720	0.1	-0.3	22	3	6	14	1	10	0	20	13
Japan	**178**	35990	4.8	1.0	0	-	2	6	4	-	-	-	-
Jordan	**94**	1750	2.5	0.9	3	2	10	16	19	552	7	18	10
Kazakhstan	**61**	1360	-	-1.8	169	2	2	4	4	189	1	-	12
Kenya	**40**	340	2.3	-0.6	13	27	7	26	6	512	5	26	14
Kiribati	**67**	830	-5.5	0.6	3	-	-	-	-	18	21	-	-
Korea, Democratic People's Republic of	**73**	a	-	-	-	-	-	-	-	75	-	-	-
Korea, Republic of	**178**	9400	6.5	4.6	5	2	1	21	17	-55x	0x	10	10
Kuwait	**151**	18030x	-6.2	-1.4	3	-	7	15	17	-	-	-	-
Kyrgyzstan	**71**	280	-	-4.0	95	-	11	20	10	215	16	-	26
Lao People's Democratic Republic	**49**	310	-	3.8	28	26	-	-	-	281	19	8	7
Latvia	**121**	3300	4.1	-1.1	42	2	11	6	3	-	-	-	14
Lebanon	**95**	4010	-	3.6	15	-	2	7	11	197	1	1	8x
Lesotho	**34**	550	3.1	2.0	10	43	9	27	7	41	3	4	11
Liberia	**5**	490x	-0.6	-	-	-	5x	11x	9x	68	-	-	-
Libyan Arab Jamahiriya	**130**	5540x	0.2	-	-	-	-	-	-	7x	-	-	-
Liechtenstein	**149**	d	-	-	-	-	-	-	-	-	-	-	-
Lithuania	**152**	3270	-	-1.7	63	2	16	6	5	-	-	-	15
Luxembourg	**178**	41770	2.6	4.2	2	-	2	10	2	-	-	-	-
Madagascar	**32**	260	-1.3	-0.6	18	49	7	9	5	322	8	32	6
Malawi	**15**	170	1.5	1.7	33	-	7x	12x	5x	445	26	23	9
Malaysia	**158**	3640	4.1	3.9	4	-	6	23	11	45	0	12	5
Maldives	**58**	2040	-	5.3	5	-	10	18	14	19	4	4	4
Mali	**6**	210	0.1	1.6	7	73	2x	9x	8x	360	14	8	9
Malta	**178**	9120x	7.1	4.0	3	-	10	11	2	21	1	-	-
Marshall Islands	**70**	2190	-	-	5	-	-	-	-	57	50	-	-
Mauritania	**15**	350	0.8	1.2	6	29	4x	23x	-	212	21	24	20
Mauritius	**130**	3830	2.9	3.9	6	-	8	16	1	20	0	6	20
Mexico	**102**	5540	2.4	1.5	18	16	4	26	3	-54	0	16	26
Micronesia (Federated States of)	**114**	2150	-	-1.3	3	-	-	-	-	102	42	-	-
Moldova, Republic of	**95**	380	-	-8.2	103	11	3	4	1	123	9	-	13

TABLE 6. ECONOMIC INDICATORS

	Under-5 mortality rank	GNI per capita (US$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below $1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
Monaco	**178**	d	-	-	-	-	-	-	-	-	-	-	-
Mongolia	**61**	400	-	0.0	51	14	6	9	9	217	23	-	3
Morocco	**78**	1180	2.3	0.7	3	2	3	18	13	419	1	18	26
Mozambique	**12**	210	-	5.1	29	38	5x	10x	35x	876	21	21	6
Myanmar	**43**	220x	1.4	5.1x	25	-	3	8	29	107	-	9	4
Namibia	**69**	1960	-	1.8	9	35	10x	22x	7x	152	4	-	-
Nauru	**98**	-	-	-	-	-	-	-	-	4	-	-	-
Nepal	**55**	250	0.5	2.5	8	38	5	15	5	390	7	10	6
Netherlands	**164**	24040	2.4	2.2	2	-	15	10	4	-	-	-	-
New Zealand	**164**	12380	-	1.8	2	-	17	16	4	-	-	-	-
Nicaragua	**79**	420x	-1.5	-0.1	45	-	13	15	6	562	34x	2	22
Niger	**2**	170	-2.2	-0.9	6	61	-	-	-	211	11	12	8
Nigeria	**15**	290	0.4	-0.3	27	70	1x	3x	3x	185	1	22	4
Niue	-	-	-	-	-	-	-	-	-	3	-	-	-
Norway	**189**	35530	3.4	2.9	3	-	5	7	6	-	-	-	-
Occupied Palestinian Territory	**114**	1350	-	-3.0	8	-	-	-	-	636	13	-	-
Oman	**146**	4940x	7.6	0.3x	-3x	-	7	15	33	46	-	12	7
Pakistan	**43**	420	2.9	1.2	10	31	1	1	18	703	1	17	23
Palau	**102**	6730	-	-	2	-	-	-	-	39	29	-	-
Panama	**110**	3290	1.8	2.1	2	14	17	4	12	17	0	3	9
Papua New Guinea	**53**	580	1.1	1.0	7	-	7	22	4	275	8	37	12
Paraguay	**98**	1300	3.0	-0.7	12	19	7	22	11	82	1	12	9
Peru	**85**	2000	0.4	2.5	23	15	5x	16x	11x	401	1	6	39
Philippines	**88**	1040x	1.5	1.1	8	-	5	19	2	578	1x	23	13
Poland	**152**	4240	-	4.4	21	2	2	5	4	-	-	4	20
Portugal	**164**	10670	4.0	2.5	5	2	9x	11x	6x	-	-	-	-
Qatar	**138**	12000x	-	-	-	-	-	-	-	-	-	-	-
Romania	**121**	1710	2.0	0.0	91	3	14	10	5	-	-	0	18
Russian Federation	**121**	1750	3.8	-3.5	140	7	1	2	12	-	-	-	6
Rwanda	**15**	220	1.1	-1.3	13	36x	5x	26x	-	322	16	10	15
Saint Kitts and Nevis	**114**	6880	3.7	4.7	3	-	-	-	-	4	1	3	12
Saint Lucia	**130**	3970	-	0.6	3	-	-	-	-	11	2	2	9
Saint Vincent and the Grenadines	**110**	2690	-	2.5	2	-	12	16	-	6	2	3	7
Samoa	**110**	1520	-	2.1	4	-	-	-	-	27	11	5	7
San Marino	**164**	d	-	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	**63**	280	-	-0.6	47	-	-	-	-	35	82	28	26
Saudi Arabia	**105**	7230x	2.2	-1.2	2	-	6x	14x	36x	31	0	-	-
Senegal	**30**	480	-0.6	1.1	4	26	3	14	7	423	9	14	12
Seychelles	**137**	7050x	3.1	1.1	3	-	7	7	3	18	3	8	3
Sierra Leone	**1**	140	0.6	-5.0	27	57x	10x	13x	10x	182	30	5	16
Singapore	**189**	24740x	6.9	4.7	1	-	5	21	26	-	-	-	-
Slovakia	**152**	3700	-	2.1	10	2	18	10	5	-	-	-	16
Slovenia	**178**	9780	-	3.0	18	2	-	-	-	61	0	-	-
Solomon Islands	**114**	580	2.4	-1.5	8	-	-	-	-	68	25	10	7
Somalia	**7**	120x	-1.0	-	-	-	1x	2x	38x	104	-	10	-
South Africa	**66**	2900	1.3	0.2	9	11	-	-	-	488	0	-	9
Spain	**164**	14860	3.2	2.5	4	-	6	4	3	-	-	-	-
Sri Lanka	**130**	830	2.7	3.8	9	7	6	10	18	276	2	10	8
Sudan	**46**	330	-0.1	5.5	55	-	1	8	28	225	2	3	0
Suriname	**95**	1690	-0.6	2.0	84	-	-	-	-	34	5	-	-
Swaziland	**27**	1300	2.1	0.2	13	-	8	20	8	13	1	6	2
Sweden	**193**	25400	2.2	1.7	2	-	2	7	6	-	-	-	-
Switzerland	**164**	36970	1.6	0.3	1	-	20	2	5	-	-	-	-
Syrian Arab Republic	**105**	1000	2.9	2.5	6	-	3	10	25	158	1	20	3
Tajikistan	**64**	170	-	-10.0	202	-	2	3	10	142	13	-	9
Tanzania, United Republic of	**23**	270	-	0.3	20	20	6x	8x	16x	1045	12	25	13
Thailand	**105**	1970	4.6	3.0	4	2	8	22	8	641	1	14	15

	Under-5 mortality rank	GNI per capita (US$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below $1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
The former Yugoslav Republic of Macedonia	**109**	1690	-	-0.9	66	-	-	-	-	252	7	-	8
Togo	**29**	270	1.1	-0.6	7	-	5x	20x	11x	70	5	8	3
Tonga	**125**	1530	-	2.1	2	-	7x	13x	-	19	12	2	11
Trinidad and Tobago	**125**	5540	3.1	2.9	5	12	9	15	2	-2	0	18	9
Tunisia	**108**	2070	3.3	3.1	4	2	6	18	5	223	1	22	19
Turkey	**79**	2540	2.0	1.8	74	2	3	10	8	325	0	27	33
Turkmenistan	**51**	990	-	-5.9	328	12	-	-	-	32	1	-	30x
Tuvalu	**74**	-	-	-	-	-	-	-	-	4	-	-	-
Uganda	**36**	280	-	3.6	11	-	2x	15x	26x	819	12	34	16
Ukraine	**125**	720	-	-7.4	221	3	2	6	5	-	-	-	14
United Arab Emirates	**152**	18060x	-5.0	-1.6	2	-	7	17	30	-	-	-	-
United Kingdom	**161**	24230	2.1	2.2	3	-	15	4	7	-	-	-	-
United States	**158**	34870	2.2	2.2	2	-	21	2	15	-	-	-	-
Uruguay	**138**	5670	0.9	2.1	28	2x	6	7	4	17	0	31	26
Uzbekistan	**68**	550	-	-1.8	212	3	-	-	-	186	1	-	24
Vanuatu	**81**	1050	-	-1.1	3	-	-	-	-	46	21	2	1
Venezuela	**120**	4760	-0.5	-0.6	43	23	7	22	5	77	0	22	14
Viet Nam	**88**	410	-	5.8	14	-	4	14	-	1700	6	7	7
Yemen	**46**	460	-	2.2	21	16	4	22	19	265	4	4	2
Yugoslavia	**130**	940x	-	0.5	54	-	-	-	-	1135	11	-	-
Zambia	**10**	320	-1.2	-1.7	48	64	13	14	4	795	25	13	18
Zimbabwe	**38**	480	1.4	-0.2	28	36	8	24	7	178	3	19	16

REGIONAL SUMMARIES

	Under-5 mortality rank	GNI per capita (US$) 2001	GDP per capita average annual growth rate (%) 1960-90	GDP per capita average annual growth rate (%) 1990-2001	Average annual rate of inflation (%) 1990-2001	% of population below $1 a day 1990-99	health	education	defence	ODA inflow in millions US$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service 1990	Debt service 2000
Sub-Saharan Africa		519	1.2	0.5	25	43	-	-	-	11964	4	17	9
Middle East and North Africa		1375	0.9	1.9	15	-	5	17	14	4593	1	20	13
South Asia		449	1.7	3.6	8	40	2	3	17	4240	0	22	12
East Asia and Pacific		1140	5.1	6.1	7	16	2	10	12	8437	0	14	10
Latin America and Caribbean		3610	2.4	1.7	79	14	6	13	5	3807	0	20	34
CEE/CIS and Baltic States		1980	3.4	0.4	97	4	4	5	8	-	-	-	16
Industrialized countries		28210	3.1	1.8	2	-	12	4	10	-	-	-	-
Developing countries		1159	2.9	3.5	36	26	3	11	10	34655	1	18	17
Least developed countries		295	0.0	2.2	40	34	-	-	-	12473	8	11	8
World		5228	3.1	2.0	10	24	10	6	10	37369	1	17	17

Countries in each region are listed on page 114.

DEFINITIONS OF THE INDICATORS

GNI per capita – Gross national income (GNI) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. GNI per capita is gross national income divided by mid-year population. GNI per capita in US dollars is converted using the World Bank Atlas method.

GDP per capita – Gross domestic product (GDP) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output. GDP per capita is gross domestic product divided by mid-year population. Growth is calculated from constant price GDP data in local currency.

% of population below $1 a day – Percentage of population living on less than $1 a day at 1985 international prices, adjusted for purchasing power parity.

ODA – Official development assistance.

Debt service – The sum of interest payments and repayments of principal on external public and publicly guaranteed long-term debts.

MAIN DATA SOURCES

GNI per capita – World Bank.

GDP per capita – World Bank.

Rate of inflation – World Bank.

% of population below $1 a day – World Bank.

Expenditure on health, education and defence – International Monetary Fund (IMF).

ODA – Organisation for Economic Co-operation and Development (OECD).

Debt service – World Bank.

NOTES

a: Range $745 or less.
b: Range $746 to $2975.
c: Range $2976 to $9205.
d: Range $9206 or more.

- Data not available.
x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
* Data refer to the most recent year available during the period specified in the column heading.

TABLE 7. WOMEN

Countries and territories	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio[1] reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
Afghanistan	**4**	101	41	9	34	2x	-	-	-
Albania	**98**	108	-	99	103	-	95	99	-
Algeria	**75**	104	68	92	106	57	58x	92	140
Andorra	**161**	-	-	-	-	-	-	-	-
Angola	**3**	106	-	84	72	8	-	23	-
Antigua and Barbuda	**144**	-	104	-	-	53	82	100x	150
Argentina	**130**	110	100	100	107	74x	95x	98	41
Armenia	**93**	108	-	107	107x	61	92	97	35
Australia	**164**	107	-	100	101	76x	100x	100	-
Austria	**178**	108	-	99	96	51	100x	-	-
Azerbaijan	**48**	110	97	99	100	55	69	88	80
Bahamas	**138**	113	102	97	103x	62x	-	99x	-
Bahrain	**138**	106	91	101	106	62	97	98	46
Bangladesh	**58**	100	57	97	108	54	40	12	400
Barbados	**144**	107	99	99	104	55	89	91	0
Belarus	**125**	118	99	95	97	50	100	-	20
Belgium	**164**	108	-	99	111	78x	-	-	-
Belize	**84**	104	101	96	100	56	96	77x	140
Benin	**24**	106	45	67	47	19	81	66	500
Bhutan	**52**	104	55	76	29x	31	-	15x	380
Bolivia	**58**	106	86	97	94	48	69	59	390
Bosnia and Herzegovina	**136**	108	91	100	-	48	99	100	10
Botswana	**42**	99	107	100	109	48	97	99	330
Brazil	**92**	112	100	95	111	77	86	88	160
Brunei Darussalam	**164**	106	93	95	110	-	100x	99	0
Bulgaria	**138**	112	99	97	98	86	-	-	15
Burkina Faso	**12**	104	39	69	67	12	61	31	480
Burundi	**14**	104	72	81	75	9x	76	25	-
Cambodia	**30**	109	-	87	55	24	38	32	440
Cameroon	**25**	103	85	84	77	26	75	56	430
Canada	**161**	107	-	101	101	75	-	98	-
Cape Verde	**88**	109	77	99	104	53	99	53	35
Central African Republic	**19**	108	58	66	40x	28	67x	44	1100
Chad	**11**	105	61	61	28	8	42	16	830
Chile	**147**	108	100	96	101	56x	95x	100	23
China	**85**	106	84	103	91	91	-	89	55
Colombia	**118**	109	100	99	112	77	91	86	80
Comoros	**57**	105	89	84	78	26	74	62	-
Congo	**45**	108	85	91	73	-	-	-	-
Congo, Democratic Republic of the	**9**	105	-	90	54	8x	68	61	950
Cook Islands	**118**	-	-	97	-	50x	-	100	-
Costa Rica	**149**	106	100	97	113	75x	70	98	29
Côte d'Ivoire	**20**	101	70	75	54	15	88	47	600
Croatia	**158**	111	98	98	104	-	-	-	6
Cuba	**152**	105	100	96	105	73	100	100	33
Cyprus	**164**	106	96	101	105	-	-	-	0
Czech Republic	**178**	109	-	100	102	69x	99x	-	9
Denmark	**189**	107	-	100	105	78x	-	-	10
Djibouti	**28**	106	59	72	131	-	-	-	-
Dominica	**143**	-	-	113	-	50	100	100	65
Dominican Republic	**76**	108	100	98	122	64	98	96	230x
East Timor	**36**	104	-	-	-	27	71	26	-
Ecuador	**98**	108	96	100	102	66	69	69	160
Egypt	**83**	105	65	92	94	56	53	61	80
El Salvador	**85**	109	93	96	100	60	76	51	120
Equatorial Guinea	**26**	106	81	82	44	-	37x	-	-
Eritrea	**41**	105	-	82	70	8	49	21	1000
Estonia	**147**	116	-	96	103	70x	-	-	52
Ethiopia	**21**	103	76	67	67	8	27	6	870

	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio[†] reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
Fiji	**121**	105	96	99	102x	32x	-	100	38
Finland	**178**	110	-	99	109	77x	100x	-	6
France	**164**	110	-	99	100	75x	99x	-	10
Gabon	**56**	104	78	97	88	33	94	86	520
Gambia	**35**	106	68	90	74	10	79	51	-
Georgia	**102**	112	100	100	101	41	95	96	50
Germany	**178**	108	-	99	99	75x	-	-	8
Ghana	**49**	105	77	90	64x	22	88	44	210x
Greece	**178**	107	97	100	103	-	-	-	1
Grenada	**110**	-	-	89	-	54x	98	100x	1
Guatemala	**72**	109	80	90	86	38	60	41	190
Guinea	**22**	102	49	68	35	6	71	35	530
Guinea-Bissau	**8**	107	40	67	54	1x	54	35	910
Guyana	**64**	115	99	98	103	41x	-	95	110
Haiti	**38**	112	91	101	95x	28	79	24	520
Holy See	-	-	-	-	-	-	-	-	-
Honduras	**88**	109	109	102	128x	50	84	54	110
Hungary	**152**	113	100	99	101	77x	-	-	15
Iceland	**189**	106	-	99	108	-	-	-	-
India	**54**	102	61	83	66	47	60	43	540
Indonesia	**77**	106	89	96	96	55	89	56	380
Iran (Islamic Republic of)	**81**	103	84	97	93	73	77	-	37
Iraq	**33**	105	-	82	62	14x	78	-	290
Ireland	**164**	107	-	99	107	-	-	-	6
Israel	**164**	105	96	99	100	-	-	-	5
Italy	**164**	108	99	99	96	78x	-	-	7
Jamaica	**125**	106	110	106	96	66	99	95	95
Japan	**178**	109	-	100	102	59x	-	100	8
Jordan	**94**	104	89	100	103	57	96	97	41
Kazakhstan	**61**	119	100	100	100	66	91	99	65
Kenya	**40**	103	85	99	90	39	76	44	590
Kiribati	**67**	-	-	-	-	28x	88x	85	-
Korea, Democratic People's Republic of	**73**	109	-	94x	-	-	-	-	110
Korea, Republic of	**178**	110	97	101	99	81	-	100	20
Kuwait	**151**	105	95	99	100	50	95x	98	5
Kyrgyzstan	**71**	112	-	97	102	60	97	98	65
Lao People's Democratic Republic	**49**	105	68	85	69	19x	29	21	650
Latvia	**121**	117	100	98	102	-	-	100	45
Lebanon	**95**	104	87	96	109	63	87	88	100x
Lesotho	**34**	99	127	109	133	23x	88	60	-
Liberia	**5**	104	53	72	67	6x	84	51	580
Libyan Arab Jamahiriya	**130**	106	74	100x	112	45	81	94	75
Liechtenstein	**149**	-	-	-	-	-	-	-	-
Lithuania	**152**	115	100	99	62	-	-	-	18
Luxembourg	**178**	109	-	102	105	-	-	-	0
Madagascar	**32**	104	-	96	93	19	73	47	490
Malawi	**15**	99	63	100	80	31	91	56	1100
Malaysia	**158**	107	91	98	111	55x	-	96	41
Maldives	**58**	98	100	101	107	32	81	70	350
Mali	**6**	104	69	69	50	7	47	24	580
Malta	**178**	107	102	101	89	-	-	-	-
Marshall Islands	**70**	-	-	99	-	37x	-	95	-
Mauritania	**15**	106	58	94	71	8	64	53	750
Mauritius	**130**	111	92	101	98	26	-	-	21
Mexico	**102**	109	96	99	104	70	86	86	55
Micronesia (Federated States of)	**114**	-	-	-	-	-	-	93	-
Moldova, Republic of	**95**	112	99	99	104	74	99	99	28

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TABLE 7. WOMEN

	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio' reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
Monaco	**178**	-	-	-	-	-	-	-	-
Mongolia	**61**	107	100	103	122	60	97	97	150
Morocco	**78**	106	58	85	80	59	42	40	230
Mozambique	**12**	104	47	74	65	10	71	44	1100
Myanmar	**43**	109	91	100	100	33	76	-	230
Namibia	**69**	100	98	102	113	44	91	78	270
Nauru	**98**	-	-	94	-	-	-	-	-
Nepal	**55**	99	40	74	73	39	28	11	540
Netherlands	**164**	107	-	98	96	79x	-	100	7
New Zealand	**164**	107	-	100	105	75	95x	100	15
Nicaragua	**79**	107	100	101	118	60	82	65	150
Niger	**2**	101	35	67	63	14	41	16	590
Nigeria	**15**	101	78	87	85x	15	64	42	-
Niue	-	-	-	100	-	-	-	100	-
Norway	**189**	108	-	100	102	74x	-	-	6
Occupied Palestinian Territory	**114**	105	-	101	106	51	96	-	-
Oman	**146**	104	77	95	99	40	96	91	14
Pakistan	**43**	100	48	70	70	17	28	20	-
Palau	**102**	-	-	-	-	47x	-	100	-
Panama	**110**	106	98	97	106	58x	72	90	70
Papua New Guinea	**53**	103	81	91	75	26	78	53	370x
Paraguay	**98**	107	98	97	104	57	89	58	190
Peru	**85**	108	90	99	94	69	84	59	190
Philippines	**88**	106	100	101	108	47	86	56	170
Poland	**152**	112	100	98	99	49x	-	-	8
Portugal	**164**	110	95	96	107	66x	-	100	8
Qatar	**138**	104	103	96	137	43	94x	-	10
Romania	**121**	110	98	98	101	64	-	98	42
Russian Federation	**121**	121	99	99x	108	-	-	-	44
Rwanda	**15**	104	82	96	100	13	92	31	1100
Saint Kitts and Nevis	**114**	-	-	93	-	41	100x	100	130
Saint Lucia	**130**	107	-	95	122	47	100x	100	30
Saint Vincent and the Grenadines	**110**	-	-	84	-	58	92	100x	43
Samoa	**110**	110	-	97	110	30	-	100	-
San Marino	**164**	-	-	-	-	-	-	-	-
Sao Tome and Principe	**63**	-	-	-	-	10x	-	86x	-
Saudi Arabia	**105**	104	80	96	90	32	90	91	-
Senegal	**30**	107	59	87	63	11	77	51	560
Seychelles	**137**	-	-	100	-	-	-	-	-
Sierra Leone	**1**	107	45	93	85	4	68	42	1800
Singapore	**189**	106	92	98	110	74x	-	100	6
Slovakia	**152**	111	100	99	101	74x	98x	-	9
Slovenia	**178**	110	-	99	103	-	-	-	11
Solomon Islands	**114**	104	-	87x	67x	25x	-	85	553x
Somalia	**7**	107	-	50x	60x	1x	32	34	-
South Africa	**66**	106	98	97	110	56	94	84	-
Spain	**164**	109	98	100	105	81	-	-	6
Sri Lanka	**130**	108	94	97	106	71	98	97	90
Sudan	**46**	105	67	86	164	10x	75x	86x	550
Suriname	**95**	108	97	97x	116x	42	91	85	110
Swaziland	**27**	102	97	95	100	28	89	70	230
Sweden	**193**	107	-	103	127	78x	-	-	5
Switzerland	**164**	108	-	99	93	82	-	-	5
Syrian Arab Republic	**105**	103	68	92	89	46	51x	76x	110x
Tajikistan	**64**	109	99	93	85	34	71	77	65
Tanzania, United Republic of	**23**	104	79	100	83	22	49	36	530
Thailand	**105**	109	97	95	103	72	86	85	44

	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio† reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
The former Yugoslav Republic of Macedonia	**109**	106	-	99	96	-	100	-	7
Togo	**29**	105	59	78	44	26	73	49	480
Tonga	**125**	-	-	97	-	-	-	92	-
Trinidad and Tobago	**125**	107	99	98	109	38	98x	99	70
Tunisia	**108**	104	74	95	104	66	79x	90	70
Turkey	**79**	108	82	88	72	64	68	81	130x
Turkmenistan	**51**	110	-	-	-	62	98	97	65
Tuvalu	**74**	-	-	100	-	-	-	99	-
Uganda	**36**	103	74	88	60	23	92	39	510
Ukraine	**125**	117	-	99x	114	89	-	99	25
United Arab Emirates	**152**	106	109	99	114	28	97	99	3
United Kingdom	**161**	107	-	100	116	82x	-	99	7
United States	**158**	108	-	98	101	76	99x	99	8
Uruguay	**138**	110	101	98	118	84	94	99	26
Uzbekistan	**68**	109	100	100	88x	67	97	96	21
Vanuatu	**81**	105	-	108	84	15x	-	89	-
Venezuela	**120**	108	100	98	120	77	90	95	60
Viet Nam	**88**	107	95	97	90	74	68	70	95
Yemen	**46**	104	37	57	36	21	34	22	350
Yugoslavia	**130**	107	98	103	105	58	-	-	9
Zambia	**10**	98	84	94	76	19	96	47	650
Zimbabwe	**38**	98	94	97	90	54	93	73	700

REGIONAL SUMMARIES

Sub-Saharan Africa	103	78	87	82	22	66	41	1100
Middle East and North Africa	104	72	88	92	56	65	64	360
South Asia	101	61	82	71	45	52	35	430
East Asia and Pacific	107	86	101	94	81	-	80	140
Latin America and Caribbean	110	98	97	108	71	84	81	190
CEE/CIS and Baltic States	113	97	95	99	67	81	90	55
Industrialized countries	108	-	99	103	-	-	99	12
Developing countries	105	80	91	88	61	65	56	440
Least developed countries	103	66	84	85	29	55	29	1000
World	105	87	92	92	63	65	59	400

Countries in each region are listed on page 114.

DEFINITIONS OF THE INDICATORS

Life expectancy at birth – The number of years newborn children would live if subject to the mortality risks prevailing for the cross-section of population at the time of their birth.

Adult literacy rate – Percentage of persons aged 15 and over who can read and write.

Primary or secondary enrolment ratios – The number of children enrolled in a schooling level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to that level.

Contraceptive prevalence – Percentage of women in union aged 15-49 years currently using contraception.

Antenatal care – Percentage of women aged 15-49 years attended at least once during pregnancy by skilled health personnel (doctors, nurses or midwives).

Skilled attendant at delivery – Percentage of births attended by skilled health personnel (doctors, nurses or midwives).

Maternal mortality ratio – Annual number of deaths of women from pregnancy-related causes per 100,000 live births. This 'reported' column shows country reported figures that are not adjusted for underreporting and misclassification.

MAIN DATA SOURCES

Life expectancy – United Nations Population Division.

Adult literacy – United Nations Educational, Scientific and Cultural Organization (UNESCO), including the Education for All 2000 Assessment.

School enrolment – Demographic and Health Surveys (DHS) and UNESCO, including the Education for All 2000 Assessment.

Contraceptive prevalence – DHS, Multiple Indicator Cluster Surveys (MICS), United Nations Population Division and UNICEF.

Antenatal care – DHS, MICS, World Health Organization (WHO) and UNICEF.

Skilled attendant at delivery – DHS, MICS, WHO and UNICEF.

Maternal mortality – WHO and UNICEF.

† The maternal mortality data provided in this table are those reported by national authorities. Periodically, UNICEF and WHO evaluate these data and make adjustments to account for the well-documented problems of underreporting and misclassification of maternal deaths and to develop estimates for countries with no data. The regional and global totals in this table are based on the most recent of these assessments and refer to the year 1995.

NOTES

- - Data not available.
- x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
- * Data refer to the most recent year available during the period specified in the column heading.

TABLE 8. HIV/AIDS AND MALARIA

Countries and territories	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		HIV prevalence among pregnant women (aged 15-24), major urban areas			HIV/AIDS prevention, 1999-2001*	% who used condom at last high-risk sex in past 12 months 1998-2001*		Orphans		Malaria, 2000		
		Adults and children (0-49 years)	Children (0-14 years)	Year (no. of sites surveyed)	Median (15-19 years)	Median (20-24 years)	% with sufficient knowledge to protect themselves from HIV/AIDS Female (15-24 years)	Female (15-24 years)	Male (15-24 years)	Children orphaned by AIDS (0-14 years), 2001	Orphan school attendance rate as a % of non-orphan attendance rate (1995-2001*)	% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
Afghanistan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Angola	5.5	350,000	37,000	-	-	-	12	-	-	100,000	89	10	2	63
Bahamas	3.5	6,200	<100	-	-	-	-	-	-	2,900	-	-	-	-
Bangladesh	<0.1	13,000	310	-	-	-		-	-	2,100	-	-	-	-
Barbados	1.2	-	-		-	-	-	-	-	-	-	-	-	-
Belize	2.0	2,500	180	-	-	-	-	-	-	950		-	-	-
Benin	3.6	120,000	12,000	1999 [n]	2.2	4.8	-	-	-	34,000	37	39	5	60
Bhutan	<0.1	<100	-	-	-	-	-	-	-	-	-	-	-	-
Botswana	38.8	330,000	28,000	2001 [3]	27.1	34.9	-	-	-	69,000	99	-	-	-
Burkina Faso	6.5	440,000	61,000	1998 [1]	6.2	8.8	-	41	55	270,000	-	-	-	-
Burundi	8.3	390,000	55,000	1998 [1]	8.8	15.4	24	-	-	240,000	69	3	0	31
Cambodia	2.7	170,000	12,000	2000 [n]	1.9	2.8	37	41	-	55,000	71	-	-	-
Cameroon	11.8	920,000	69,000	2000 [5]	9.5	11.2	16	16	31	210,000	92	11	1	66
Central African Republic	12.9	250,000	25,000	-	-	-	5	-	-	110,000	89	31	2	66
Chad	3.6	150,000	18,000	-	-	-	5	3x	2x	72,000	93	27	1	32
Comoros	-	-	-	-	-	-	10	-	-	-	-	36	9	63
Congo	7.2	110,000	15,000	2000 [u]	11.0	-	-	-	-	78,000	-	-	-	-
Congo, Democratic Republic of the	4.9	1,300,000	170,000	-	-	-	12	-	-	930,000	77	12	1	45
Côte d'Ivoire	9.7	770,000	84,000	1998 [3]	4.7	12.2	16	25	56	420,000	77	10	1	58
Djibouti	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dominican Republic	2.5	130,000	4,700	1999 [n]	1.8x	1.8x	33	12x	48x	33,000	87	-	-	-
Ecuador	0.3	20,000	660	-	-	-	-	-	-	7,200	-	-	-	-
El Salvador	0.6	24,000	830	-	-	-	-	-	-	13,000	-	-	-	-
Equatorial Guinea	3.4	5,900	420	-	-	-	4	-	-	-	-	15	1	49
Eritrea	2.8	55,000	4,000	-	-	-	-	-	2x	24,000	-	-	-	-
Estonia	1.0	7,700	-	-	-	-	-	-	-	-	-	-	-	-
Ethiopia	6.4	2,100,000	230,000	2000 [4]	8.9	17.6	-	17	30	990,000	60	1	0	3
Gabon	-	-	-	1995 [3]	7.1	2 x	-	33	48	-	96	-	-	-
Gambia	1.6	8,400	460	-	-	-	15	-	-	5,300	-	42	15	55
Ghana	3.0	360,000	34,000	2000 [5]	1.9	3	22x	48x	57x	200,000	95	-	-	61
Guatemala	1.0	67,000	4,800	-	-	-	-	-	-	32,000	98	6	1	-
Guinea	-	-	-	1995 [1]	0.5	2	-	18	32	-	115	-	-	-
Guinea-Bissau	2.8	17,000	1,500	-	-	-	8	-	-	4,300	104	67	7	58
Guyana	2.7	18,000	800	1997 [1]	3.0	7	-	-	-	4,200	-	61	7	3
Haiti	6.1	250,000	12,000	2000 [n]	3.7	3.8	-	19	30	200,000	82	-	-	-
Honduras	1.6	57,000	3,000	-	-	-	-	-	-	14,000	-	-	-	-
India	0.8	3,970,000	170,000	-	-	-	-	-	-	-	-	-	-	-
Jamaica	1.2	20,000	800	1997 [3]	1.3	1.4	-	-	-	5,100	-	-	-	-
Kenya	15.0	2,500,000	220,000	1997 [1]	12.5	16.2	26	14	43	890,000	75	17	3	40
Lao People's Democratic Republic	<0.1	1,400	<100	-	-	-	-	-	-	-	-	21	0	-
Lesotho	31.0	360,000	27,000	1999 [n]	25.0	41	18	-	-	73,000	89	-	-	-
Liberia	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Madagascar	0.3	22,000	1,000	-	-	-	5	-	-	6,300	-	30	1	59
Malawi	15.0	850,000	65,000	2001 [3]	13.6	25.7	34	32	38	470,000	92	8	3	27
Mali	1.7	110,000	13,000	1997 [u]	3.5x	3.5x	-	-	-	70,000	72	-	-	-
Mauritania	-	-	-	-	-	-	-	-	-	-	-	-	-	50
Mexico	0.3	150,000	3,600	-	-	-	-	-	-	27,000	-	-	-	-
Mozambique	13.0	1,100,000	80,000	2000 [2]	13.0	14.7	-	-	-	420,000	35	-	-	-
Myanmar	-	-	-	2000 [n]	2.9	2.8	-	-	-	-	-	-	-	-
Namibia	22.5	230,000	30,000	2000 [n]	11.9	20.3	-	-	-	47,000	-	-	-	-
Nepal	0.5	58,000	1,500	-	-	-	-	-	-	13,000	-	-	-	-
Nicaragua	0.2	5,800	210	-	-	-	-	-	-	2,000	-	-	-	-
Niger	-	-	-	-	-	-	5	2	2	-	69	17	1	48
Nigeria	5.8	3,500,000	270,000	2000 [n]	3.0	5.8	-	-	-	1,000,000	88	-	-	-
Panama	1.5	25,000	800	-	-	-	-	-	-	8,100	-	-	-	-

	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		HIV prevalence among pregnant women (aged 15-24), major urban areas			HIV/AIDS prevention, 1999-2001*	% who used condom at last high-risk sex in past 12 months 1998-2001*		Orphans		Malaria, 2000		
		Adults and children (0-49 years)	Children (0-14 years)	Year (no. of sites surveyed)	Median (15-19 years)	Median (20-24 years)	% with sufficient knowledge to protect themselves from HIV/AIDS Female (15-24 years)	Female (15-24 years)	Male (15-24 years)	Children orphaned by AIDS (0-14 years), 2001	Orphan school attendance rate as a % of non-orphan attendance rate (1995-2001*)	% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
Papua New Guinea	0.1	17,000	500	-	-	-	-	-	-	4,200	-	-	-	-
Paraguay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rwanda	8.9	500,000	65,000	1999 (4)	8.4	12.8	-	23	55	260,000	93	6	5	13
Sao Tome and Principe	-	-	-	-	-	-	11	-	-	-	-	43	22	61
Senegal	0.5	27,000	2,900	-	-	-	10	-	-	15,000	-	15	2	36
Sierra Leone	7.0	170,000	16,000	-	-	-	16	-	-	42,000	74	15	2	61
Solomon Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Somalia	1.0	43,000	-	-	-	-	1	-	-	-	-	16	0	19
South Africa	20.1	5,000,000	250,000	2000 (n)	16.1	29.1	-	20	-	660,000	-	-	-	-
Sri Lanka	<0.1	4,800	<100	-	-	-	-	-	-	2,000	-	-	-	-
Sudan	2.6	450,000	30,000	-	-	-	2	-	-	62,000	-	24	2	23
Suriname	1.2	3,700	190	-	-	-	27	-	-	1,700	89	72	3	-
Swaziland	33.4	170,000	14,000	2000 (u)	22.0	42.2	27	-	-	35,000	86	0	0	24
Tanzania, United Republic of	7.8	1,500,000	170,000	2000 (3)	13.2x	13.2x	26	21	31	810,000	72	21	2	53
Thailand	1.8	670,000	21,000	-	-	-	-	-	-	290,000	-	-	-	-
Togo	6.0	150,000	15,000	-	-	-	20	22	41	63,000	92	15	2	60
Trinidad and Tobago	2.5	17,000	300	-	-	-	33	-	-	3,600	-	-	-	-
Uganda	5.0	600,000	110,000	2000 (2)	7.0	10.5	28	44	62	880,000	94	7	0	-
Ukraine	1.0	250,000	-	1999 (u)	-	0.4	-	-	-	-	-	-	-	-
Vanuatu	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Yemen	0.1	9,900	-	-	-	-	-	-	-	-	-	-	-	-
Zambia	21.5	1,200,000	150,000	1998 (4)	16.7	26.8	26	20x	39x	570,000	88	6	1	59
Zimbabwe	33.7	2,300,000	240,000	2000 (u)	27.1	34.8	17x	42	69	780,000	85	3	-	-

DEFINITIONS OF THE INDICATORS AND MAIN DATA SOURCES

HIV/AIDS

Adult prevalence rate (15-49 years), end-2001: % of adults (15-49 years) living with HIV/AIDS.

Source: Joint United Nations Programme on HIV/AIDS (UNAIDS).

Adults and children living with HIV/AIDS (0-49 years), end-2001: Estimated number of adults and children living with HIV/AIDS at the end of 2001.

Source: UNAIDS.

Children living with HIV/AIDS (0-14 years), end-2001: Estimated number of children (0-14 years) living with HIV/AIDS.

Source: UNAIDS.

HIV prevalence among pregnant women (aged 15-24): % of blood samples taken from pregnant women aged 15-24 that test positive for HIV during 'unlinked anonymous sentinel surveillance' at selected antenatal clinics. The data are presented separately for pregnant women aged 15-19 and 20-24 years. The letter (n) denotes nationwide surveillance in both urban and rural areas; the letter (u) denotes nationwide surveillance in urban areas.

Sources: Country sentinel surveillance reports (1997-2002) and HIV/AIDS surveillance.

Database: US Census Bureau, International Programs Center, Health Studies Branch, 2002.

% with sufficient knowledge to protect themselves from HIV/AIDS: % of all young people (aged 15-24 years) who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission or prevention. This indicator is a composite of knowledge of two prevention methods (condom use and one faithful partner) and three locally defined common misconceptions.

Sources: Multiple Indicator Cluster Surveys (MICS), Demographic and Health Surveys (DHS) and behavioural sentinel surveys (BSS).

% who used condom at last high-risk sex in past 12 months: % of young men and women (aged 15-24) who say they used a condom the last time they had sex with a non-marital, non-cohabiting partner, of those who have had sex with such a partner in the last 12 months.

Sources: DHS, US Centers for Disease Control and Prevention (CDC), MICS and other national surveys.

Children orphaned by AIDS (0-14 years), 2001: Estimated number of children aged 0-14, as of end 2001, who have lost one or both parents to AIDS.

Source: UNICEF, UNAIDS, US Agency for International Development (USAID).

Orphan school attendance rate as a % of non-orphan attendance rate (1995-2001): % of children aged 10-14 who lost both natural parents and who are currently attending school as a % of non-orphaned children of the same age who live with at least one parent and who are attending school.

Sources: MICS, DHS.

MALARIA

% under-fives sleeping under a bednet, 2000: % of children (0-4 years) who slept under a bednet.

Sources: MICS, DHS.

% under-fives sleeping under a treated bednet, 2000: % of children (0-4 years) who slept under an insecticide-impregnated bednet.

Sources: MICS, DHS.

% under-fives with fever receiving anti-malarial drugs, 2000: % of children (0-4 years) who were ill with fever in the last two weeks and received any appropriate (locally defined) antimalarial drugs.

Sources: MICS, DHS.

NOTES Only countries whose adult prevalence rate of HIV/AIDS is 1% or higher and/or where 50% or more of the population lives in malaria-endemic areas are included.

-	Data not available.
x	Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
*	Data refer to the most recent year available during the period specified in the column heading.

Regional summaries

Regional averages given at the end of each table are calculated using data from the countries and territories as grouped below.

Sub-Saharan Africa

Angola; Benin; Botswana; Burkina Faso; Burundi; Cameroon; Cape Verde; Central African Republic; Chad; Comoros; Congo; Congo, Democratic Republic of the; Côte d'Ivoire; Equatorial Guinea; Eritrea; Ethiopia; Gabon; Gambia; Ghana; Guinea; Guinea-Bissau; Kenya; Lesotho; Liberia; Madagascar; Malawi; Mali; Mauritania; Mauritius; Mozambique; Namibia; Niger; Nigeria; Rwanda; Sao Tome and Principe; Senegal; Seychelles; Sierra Leone; Somalia; South Africa; Swaziland; Tanzania, United Republic of; Togo; Uganda; Zambia; Zimbabwe

Middle East and North Africa

Algeria; Bahrain; Cyprus; Djibouti; Egypt; Iran, Islamic Republic of; Iraq; Jordan; Kuwait; Lebanon; Libyan Arab Jamahiriya; Morocco; Occupied Palestinian Territory; Oman; Qatar; Saudi Arabia; Sudan; Syrian Arab Republic; Tunisia; United Arab Emirates; Yemen

South Asia

Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan; Sri Lanka

East Asia and Pacific

Brunei Darussalam; Cambodia; China; Cook Islands; East Timor; Fiji; Indonesia; Kiribati; Korea, Democratic People's Republic of; Korea, Republic of; Lao People's Democratic Republic; Malaysia; Marshall Islands; Micronesia, Federated States of; Mongolia; Myanmar; Nauru; Niue; Palau; Papua New Guinea; Philippines; Samoa; Singapore; Solomon Islands; Thailand; Tonga; Tuvalu; Vanuatu; Viet Nam

Latin America and Caribbean

Antigua and Barbuda; Argentina; Bahamas; Barbados; Belize; Bolivia; Brazil; Chile; Colombia; Costa Rica; Cuba; Dominica; Dominican Republic; Ecuador; El Salvador; Grenada; Guatemala; Guyana; Haiti; Honduras; Jamaica; Mexico; Nicaragua; Panama; Paraguay; Peru; Saint Kitts and Nevis; Saint Lucia; Saint Vincent and the Grenadines; Suriname; Trinidad and Tobago; Uruguay; Venezuela

CEE/CIS and Baltic States

Albania; Armenia; Azerbaijan; Belarus; Bosnia and Herzegovina; Bulgaria; Croatia; Czech Republic; Estonia; Georgia; Hungary; Kazakhstan; Kyrgyzstan; Latvia; Lithuania; Moldova, Republic of; Poland; Romania; Russian Federation; Slovakia; Tajikistan; the former Yugoslav Republic of Macedonia; Turkey; Turkmenistan; Ukraine; Uzbekistan; Yugoslavia

Industrialized countries

Andorra; Australia; Austria; Belgium; Canada; Denmark; Finland; France; Germany; Greece; Holy See; Iceland; Ireland; Israel; Italy; Japan; Liechtenstein; Luxembourg; Malta; Monaco; Netherlands; New Zealand; Norway; Portugal; San Marino; Slovenia; Spain; Sweden; Switzerland; United Kingdom; United States

Developing countries

Afghanistan; Algeria; Angola; Antigua and Barbuda; Argentina; Armenia; Azerbaijan; Bahamas; Bahrain; Bangladesh; Barbados; Belize; Benin; Bhutan; Bolivia; Botswana; Brazil; Brunei Darussalam; Burkina Faso; Burundi; Cambodia; Cameroon; Cape Verde; Central African Republic; Chad; Chile; China; Colombia; Comoros; Congo; Congo, Democratic Republic of the; Cook Islands; Costa Rica; Côte d'Ivoire; Cuba; Cyprus; Djibouti; Dominica; Dominican Republic; East Timor; Ecuador; Egypt; El Salvador; Equatorial Guinea; Eritrea; Ethiopia; Fiji; Gabon; Gambia; Georgia; Ghana; Grenada; Guatemala; Guinea; Guinea-Bissau; Guyana; Haiti; Honduras; India; Indonesia; Iran, Islamic Republic of; Iraq; Israel; Jamaica; Jordan; Kazakhstan; Kenya; Kiribati; Korea, Democratic People's Republic of; Korea, Republic of; Kuwait; Kyrgyzstan; Lao People's Democratic Republic; Lebanon; Lesotho; Liberia; Libyan Arab Jamahiriya; Madagascar; Malawi; Malaysia; Maldives; Mali; Marshall Islands; Mauritania; Mauritius; Mexico; Micronesia, Federated States of; Mongolia; Morocco; Mozambique; Myanmar; Namibia; Nauru; Nepal; Nicaragua; Niger; Nigeria; Niue; Occupied Palestinian Territory; Oman; Pakistan; Palau; Panama; Papua New Guinea; Paraguay; Peru; Philippines; Qatar; Rwanda; Saint Kitts and Nevis; Saint Lucia; Saint Vincent/Grenadines; Samoa; Sao Tome and Principe; Saudi Arabia; Senegal; Seychelles; Sierra Leone; Singapore; Solomon Islands; Somalia; South Africa; Sri Lanka; Sudan; Suriname; Swaziland; Syrian Arab Republic; Tajikistan; Tanzania, United Republic of; Thailand; Togo; Tonga; Trinidad and Tobago; Tunisia; Turkey; Turkmenistan; Tuvalu; Uganda; United Arab Emirates; Uruguay; Uzbekistan; Vanuatu; Venezuela; Viet Nam; Yemen; Zambia; Zimbabwe

Least developed countries

Afghanistan; Angola; Bangladesh; Benin; Bhutan; Burkina Faso; Burundi; Cambodia; Cape Verde; Central African Republic; Chad; Comoros; Congo, Democratic Republic of; Djibouti; Equatorial Guinea; Eritrea; Ethiopia; Gambia; Guinea; Guinea-Bissau; Haiti; Kiribati; Lao People's Democratic Republic; Lesotho; Liberia; Madagascar; Malawi; Maldives; Mali; Mauritania; Mozambique; Myanmar; Nepal; Niger; Rwanda; Samoa; Sao Tome and Principe; Senegal; Sierra Leone; Solomon Islands; Somalia; Sudan; Tanzania, United Republic of; Togo; Tuvalu; Uganda; Vanuatu; Yemen; Zambia

Measuring human development

An introduction to table 9

If development is to assume a more human face, then there arises a corresponding need for a means of measuring human as well as economic progress. From UNICEF's point of view, in particular, there is a need for an agreed method of measuring the level of child well-being and its rate of change.

The under-five mortality rate (U5MR) is used in table 9 (next page) as the principal indicator of such progress.

The U5MR has several advantages. First, it measures an end result of the development process rather than an 'input' such as school enrolment level, per capita calorie availability, or the number of doctors per thousand population – all of which are means to an end.

Second, the U5MR is known to be the result of a wide variety of inputs: the nutritional health and the health knowledge of mothers; the level of immunization and ORT use; the availability of maternal and child health services (including prenatal care); income and food availability in the family; the availability of clean water and safe sanitation; and the overall safety of the child's environment.

Third, the U5MR is less susceptible than, say, per capita GNI to the fallacy of the average. This is because the natural scale does not allow the children of the rich to be one thousand times as likely to survive, even if the man-made scale does permit them to have one thousand times as much income. In other words, it is much more difficult for a wealthy minority to affect a nation's U5MR, and it therefore presents a more accurate, if far from perfect, picture of the health status of the majority of children (and of society as a whole).

For these reasons, the U5MR is chosen by UNICEF as its single most important indicator of the state of a nation's children. That is why the tables rank the nations of the world not in ascending order of their per capita GNI but in descending order of their under-five mortality rates.

The speed of progress in reducing the U5MR can be measured by calculating its average annual reduction rate (AARR). Unlike the comparison of absolute changes, the AARR reflects the fact that the lower limits to U5MR are approached only with increasing difficulty. As lower levels of under-five mortality are reached, for example, the same absolute reduction obviously represents a greater percentage of reduction. The AARR therefore shows a higher rate of progress for, say, a 10-point reduction if that reduction happens at a lower level of under-five mortality. (A fall in U5MR of 10 points from 100 to 90 represents a reduction of 10 per cent, whereas the same 10-point fall from 20 to 10 represents a reduction of 50 per cent).

When used in conjunction with GDP growth rates, the U5MR and its reduction rate can therefore give a picture of the progress being made by any country or region, and over any period of time, towards the satisfaction of some of the most essential of human needs.

As table 9 shows, there is no fixed relationship between the annual reduction rate of the U5MR and the annual rate of growth in per capita GDP. Such comparisons help to throw the emphasis on to the policies, priorities, and other factors which determine the ratio between economic and social progress.

Finally, the table gives the total fertility rate for each country and territory and the average annual rate of reduction. It will be seen that many of the nations that have achieved significant reductions in their U5MR have also achieved significant reductions in fertility.

TABLE 9. THE RATE OF PROGRESS

Countries and territories	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
Afghanistan	**4**	360	260	257	1.1	0.1	1	0.1	-	7.7	7.1	6.8	0.3	0.4
Albania	**98**	151	45	30	4.0	3.7	33	-	3.0	5.9	3.0	2.4	2.3	2.0
Algeria	**75**	280	69	49	4.7	3.1	29	2.4	0.1	7.4	4.6	2.9	1.6	4.0
Andorra	**161**	-	-	7	-	-	-	-	-	-	-	-	-	-
Angola	**3**	345	260	260	0.9	0.0	0	-	-1.1	6.4	7.2	7.2	-0.4	0.0
Antigua and Barbuda	**144**	-	-	14	-	-	-	-	2.5	-	-	-	-	-
Argentina	**130**	72	28	19	3.1	3.5	32	0.6	2.4	3.1	2.9	2.5	0.2	1.3
Armenia	**93**	-	60	35	-	4.9	42	-	-1.3	4.5	2.4	1.2	2.1	5.9
Australia	**164**	24	10	6	2.9	4.6	40	2.1	2.8	3.4	1.9	1.8	1.9	0.5
Austria	**178**	43	9	5	5.2	5.3	44	3.2	1.7	2.7	1.5	1.3	2.0	1.3
Azerbaijan	**48**	-	105	105	-	0.0	0	-	1.7	5.5	2.7	1.6	2.4	4.8
Bahamas	**138**	68	29	16	2.8	5.4	45	1.2	0.1	4.4	2.6	2.3	1.8	1.1
Bahrain	**138**	160	19	16	7.1	1.6	16	-	1.7	7.1	3.8	2.4	2.1	3.9
Bangladesh	**58**	248	144	77	1.8	5.7	47	0.5	3.1	7.0	4.6	3.6	1.4	2.2
Barbados	**144**	90	16	14	5.8	1.2	13	3.0	1.7	4.5	1.7	1.5	3.2	1.1
Belarus	**125**	47	21	20	2.7	0.4	5	-	-0.6	2.7	1.9	1.2	1.2	3.7
Belgium	**164**	35	9	6	4.5	3.7	33	2.9	1.8	2.6	1.6	1.5	1.6	0.6
Belize	**84**	104	49	40	2.5	1.8	18	3.2	1.6	6.6	4.5	3.0	1.3	3.5
Benin	**24**	296	185	158	1.6	1.4	15	0.1	1.9	7.0	6.7	5.8	0.1	1.3
Bhutan	**52**	300	166	95	2.0	5.1	43	-	3.5	5.9	5.9	5.2	0.0	1.0
Bolivia	**58**	255	122	77	2.5	4.2	37	-0.1	1.4	6.7	4.9	4.1	1.0	1.6
Bosnia and Herzegovina	**136**	160	22	18	6.6	1.8	18	-	16.2	4.1	1.7	1.3	2.9	2.4
Botswana	**42**	173	58	110	3.6	-5.8	-90	8.6	2.9	6.8	5.2	4.1	0.9	2.0
Brazil	**92**	177	60	36	3.6	4.6	40	3.6	1.4	6.2	2.8	2.2	2.6	1.9
Brunei Darussalam	**164**	87	11	6	6.9	5.5	45	-1.8	-0.7	6.9	3.3	2.6	2.5	1.9
Bulgaria	**138**	70	16	16	4.9	0.0	0	-	-0.9	2.3	1.7	1.1	1.0	4.0
Burkina Faso	**12**	315	210	197	1.4	0.6	6	1.1	2.4	6.7	7.3	6.8	-0.3	0.6
Burundi	**14**	250	190	190	0.9	0.0	0	2.0	-4.3	6.8	6.8	6.8	0.0	0.0
Cambodia	**30**	-	115	138	-	-1.7	-20	-	2.0	6.3	5.6	4.9	0.4	1.2
Cameroon	**25**	255	139	155	2.0	-1.0	-12	2.5	-0.3	5.8	5.9	4.8	-0.1	1.9
Canada	**161**	33	9	7	4.3	2.3	22	2.3	2.0	3.8	1.7	1.6	2.7	0.6
Cape Verde	**88**	-	60	38	-	4.2	37	-	3.3	7.0	4.3	3.3	1.6	2.4
Central African Republic	**19**	327	180	180	2.0	0.0	0	-0.6	-0.3	5.7	5.7	5.0	0.0	1.0
Chad	**11**	-	203	200	-	0.1	1	-1.2	-0.5	6.0	6.7	6.7	-0.4	0.0
Chile	**147**	155	19	12	7.0	4.2	37	1.2	4.8	5.3	2.6	2.4	2.4	0.7
China	**85**	225	49	39	5.1	2.1	20	4.8	8.9	5.7	2.2	1.8	3.2	1.8
Colombia	**118**	125	36	23	4.1	4.1	36	2.3	0.8	6.8	3.1	2.7	2.6	1.3
Comoros	**57**	265	120	79	2.6	3.8	34	-	-2.3	6.8	6.2	5.1	0.3	1.8
Congo	**45**	220	110	108	2.3	0.2	2	3.1	-3.1	5.9	6.3	6.3	-0.2	0.0
Congo, Democratic Republic of the	**9**	302	205	205	1.3	0.0	0	-1.4	-8.2	6.0	6.7	6.7	-0.4	0.0
Cook Islands	**118**	-	32	23	-	3.0	28	-	-	-	-	-	-	-
Costa Rica	**149**	123	17	11	6.6	4.0	35	1.6	2.8	7.1	3.2	2.7	2.7	1.5
Côte d'Ivoire	**20**	290	155	175	2.1	-1.1	-13	1.0	0.1	7.2	6.3	4.8	0.4	2.5
Croatia	**158**	98	13	8	6.7	4.4	38	-	2.1	2.4	1.7	1.7	1.1	0.0
Cuba	**152**	54	13	9	4.7	3.3	31	-	-	4.2	1.7	1.6	3.0	0.6
Cyprus	**164**	36	12	6	3.7	6.3	50	6.2	3.1	3.5	2.4	1.9	1.3	2.1
Czech Republic	**178**	25	11	5	2.7	7.2	55	-	1.1	2.3	1.8	1.2	0.8	3.7
Denmark	**189**	25	9	4	3.4	7.4	56	2.1	2.1	2.6	1.6	1.7	1.6	-0.6
Djibouti	**28**	289	175	143	1.7	1.8	18	-	-3.6	7.0	6.4	5.9	0.3	0.6
Dominica	**143**	-	23	15	-	3.9	35	-	1.4	-	-	-	-	-
Dominican Republic	**76**	149	65	47	2.8	2.9	28	3.1	4.2	7.4	3.4	2.8	2.6	1.8
East Timor	**36**	-	-	124	-	-	-	-	-	6.4	5.0	4.0	0.8	2.0
Ecuador	**98**	178	57	30	3.8	5.8	47	2.9	-0.3	6.7	3.8	2.9	1.9	2.5
Egypt	**83**	282	104	41	3.3	8.5	61	3.5	2.6	7.1	4.2	3.0	1.8	3.1
El Salvador	**85**	191	60	39	3.9	3.9	35	-0.4	2.3	6.9	3.7	3.0	2.1	1.9
Equatorial Guinea	**26**	316	206	153	1.4	2.7	26	-	18.8	5.5	5.9	5.9	-0.2	0.0
Eritrea	**41**	-	155	111	-	3.0	28	-	0.4	6.9	6.2	5.4	0.4	1.3
Estonia	**147**	52	17	12	3.7	3.2	29	-	1.7	2.0	1.9	1.2	0.2	4.2
Ethiopia	**21**	269	193	172	1.1	1.0	11	-	2.5	6.9	6.9	6.8	0.0	0.1

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
Fiji	**121**	97	31	21	3.8	3.5	32	1.9	1.7	6.4	3.5	3.0	2.0	1.1
Finland	**178**	28	7	5	4.6	3.1	29	3.4	2.6	2.7	1.8	1.6	1.4	0.6
France	**164**	34	9	6	4.4	3.7	33	2.9	1.4	2.8	1.8	1.8	1.5	0.0
Gabon	**56**	-	90	90	-	0.0	0	3.1	-0.1	4.1	5.1	5.4	-0.7	-0.5
Gambia	**35**	364	154	126	2.9	1.8	18	1.1	0.0	6.4	5.9	4.9	0.3	1.7
Georgia	**102**	70	29	29	2.9	0.0	0	-	-4.9	3.0	2.1	1.4	1.2	3.7
Germany	**178**	40	9	5	5.0	5.3	44	-	1.2	2.4	1.4	1.3	1.8	0.7
Ghana	**49**	215	126	100	1.8	2.1	21	-1.2	1.9	6.9	5.7	4.3	0.6	2.6
Greece	**178**	64	11	5	5.9	7.2	55	3.8	2.0	2.3	1.5	1.3	1.4	1.3
Grenada	**110**	-	37	25	-	3.6	32	-	2.9	-	-	-	-	-
Guatemala	**72**	202	82	58	3.0	3.1	29	1.4	1.4	6.9	5.6	4.6	0.7	1.8
Guinea	**22**	380	240	169	1.5	3.2	30	-	1.6	7.0	6.6	6.0	0.2	0.9
Guinea-Bissau	**8**	-	253	211	-	1.7	17	-0.5	-1.3	5.8	6.0	6.0	-0.1	0.0
Guyana	**64**	126	90	72	1.1	2.0	20	-0.3	4.4	6.5	2.7	2.4	2.9	0.7
Haiti	**38**	253	150	123	1.7	1.8	18	0.1	-2.5	6.3	5.4	4.1	0.5	2.5
Holy See	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	**88**	204	61	38	4.0	4.3	38	1.1	0.3	7.5	5.2	3.9	1.2	2.4
Hungary	**152**	57	16	9	4.2	5.2	44	3.9	2.0	2.0	1.8	1.3	0.4	3.0
Iceland	**189**	22	5	4	4.9	2.0	20	3.6	2.0	4.0	2.2	1.9	2.0	1.3
India	**54**	242	123	93	2.3	2.5	24	1.6	4.0	5.9	3.9	3.1	1.4	2.1
Indonesia	**77**	216	91	45	2.9	6.4	51	4.3	2.1	5.6	3.3	2.4	1.8	2.9
Iran (Islamic Republic of)	**81**	281	72	42	4.5	4.9	42	-3.5	2.0	7.0	5.0	2.9	1.1	5.0
Iraq	**33**	171	50	133	4.1	-8.9	-166	-1.1	-	7.2	6.0	4.9	0.6	1.7
Ireland	**164**	36	9	6	4.6	3.7	33	3.1	6.7	3.9	2.2	2.0	1.9	0.4
Israel	**164**	39	12	6	3.9	6.3	50	3.1	2.2	3.9	3.0	2.8	0.9	0.6
Italy	**164**	50	10	6	5.4	4.6	40	3.2	1.5	2.5	1.3	1.2	2.2	0.7
Jamaica	**125**	74	20	20	4.4	0.0	0	0.1	-0.3	5.4	2.9	2.4	2.1	1.4
Japan	**178**	40	6	5	6.3	1.7	17	4.8	1.0	2.1	1.6	1.4	0.9	1.2
Jordan	**94**	139	43	33	3.9	2.4	23	2.5	0.9	7.7	5.8	4.4	0.9	2.5
Kazakhstan	**61**	-	67	76	-	-1.1	-13	-	-1.8	4.5	2.8	2.0	1.6	2.7
Kenya	**40**	205	97	122	2.5	-2.1	-26	2.3	-0.6	8.0	6.1	4.3	0.9	3.2
Kiribati	**67**	-	88	69	-	2.2	22	-5.5	0.6	-	-	-	-	-
Korea, Democratic People's Republic of	**73**	120	55	55	2.6	0.0	0	-	-	4.4	2.4	2.1	2.0	1.2
Korea, Republic of	**178**	127	9	5	8.8	5.3	44	6.5	4.6	6.0	1.7	1.5	4.2	0.6
Kuwait	**151**	128	16	10	6.9	4.3	38	-6.2	-1.4	7.3	3.6	2.7	2.4	2.6
Kyrgyzstan	**71**	180	83	61	2.6	2.8	27	-	-4.0	5.1	3.7	2.5	1.1	3.6
Lao People's Democratic Republic	**49**	235	163	100	1.2	4.4	39	-	3.8	6.2	6.1	5.0	0.1	1.8
Latvia	**121**	44	20	21	2.6	-0.4	-5	4.1	-1.1	2.0	1.9	1.1	0.2	5.0
Lebanon	**95**	85	37	32	2.8	1.3	14	-	3.6	6.3	3.2	2.2	2.3	3.4
Lesotho	**34**	203	148	132	1.1	1.0	11	3.1	2.0	5.9	5.2	4.5	0.4	1.3
Liberia	**5**	288	235	235	0.7	0.0	0	-0.6	-	6.6	6.8	6.8	-0.1	0.0
Libyan Arab Jamahiriya	**130**	270	42	19	6.2	7.2	55	0.2	-	7.1	4.9	3.5	1.2	3.1
Liechtenstein	**149**	-	-	11	-	-	-	-	-	-	-	-	-	-
Lithuania	**152**	70	13	9	5.6	3.3	31	-	-1.7	2.6	2.0	1.3	0.9	3.4
Luxembourg	**178**	41	9	5	5.1	5.3	44	2.6	4.2	2.3	1.6	1.7	1.2	-0.6
Madagascar	**32**	186	168	136	0.3	1.9	19	-1.3	-0.6	6.9	6.3	5.8	0.3	0.8
Malawi	**15**	361	241	183	1.3	2.5	24	1.5	1.7	6.9	7.3	6.5	-0.2	1.1
Malaysia	**158**	105	21	8	5.4	8.8	62	4.1	3.9	6.8	3.8	3.0	1.9	2.1
Maldives	**58**	300	115	77	3.2	3.6	33	-	5.3	7.0	6.4	5.5	0.3	1.4
Mali	**6**	517	254	231	2.4	0.9	9	0.1	1.6	7.1	7.0	7.0	0.0	0.0
Malta	**178**	42	14	5	3.7	9.4	64	7.1	4.0	3.4	2.0	1.8	1.8	1.0
Marshall Islands	**70**	-	92	66	-	3.0	28	-	-	-	-	-	-	-
Mauritania	**15**	310	183	183	1.8	0.0	0	0.8	1.2	6.5	6.2	6.0	0.2	0.3
Mauritius	**130**	92	25	19	4.3	2.5	24	2.9	3.9	5.9	2.3	1.9	3.1	1.3
Mexico	**102**	134	46	29	3.6	4.2	37	2.4	1.5	6.9	3.4	2.6	2.4	2.4
Micronesia (Federated States of)	**114**	-	31	24	-	2.3	23	-	-1.3	-	-	-	-	-
Moldova, Republic of	**95**	88	37	32	2.9	1.3	14	-	-8.2	3.3	2.4	1.5	1.1	4.3

TABLE 9. THE RATE OF PROGRESS

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
Monaco	**178**	-	-	5	-	-	-	-	-	-	-	-	-	-
Mongolia	**61**	-	107	76	-	3.1	29	-	0.0	6.0	4.1	2.4	1.3	4.9
Morocco	**78**	211	85	44	3.0	6.0	48	2.3	0.7	7.2	4.3	3.1	1.7	3.0
Mozambique	**12**	313	235	197	1.0	1.6	16	-	5.1	6.4	6.5	6.0	-0.1	0.7
Myanmar	**43**	252	130	109	2.2	1.6	16	1.4	5.1	6.0	4.0	3.0	1.4	2.6
Namibia	**69**	206	84	67	3.0	2.1	20	-	1.8	6.0	6.1	5.0	-0.1	1.7
Nauru	**98**	-	-	30	-	-	-	-	-	-	-	-	-	-
Nepal	**55**	315	145	91	2.6	4.2	37	0.5	2.5	6.0	5.2	4.6	0.5	1.1
Netherlands	**164**	22	8	6	3.4	2.6	25	2.4	2.2	3.2	1.6	1.5	2.3	0.6
New Zealand	**164**	26	11	6	2.9	5.5	45	-	1.8	4.1	2.1	2.0	2.2	0.4
Nicaragua	**79**	193	66	43	3.6	3.9	35	-1.5	-0.1	7.3	5.0	4.0	1.3	1.8
Niger	**2**	354	320	265	0.3	1.7	17	-2.2	-0.9	7.9	8.1	8.0	-0.1	0.1
Nigeria	**15**	207	190	183	0.3	0.3	4	0.4	-0.3	6.9	6.6	5.6	0.1	1.4
Niue	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Norway	**189**	23	9	4	3.1	7.4	56	3.4	2.9	2.9	1.9	1.7	1.4	0.5
Occupied Palestinian Territory	**114**	-	40	24	-	4.6	40	-	-3.0	7.7	6.5	5.7	0.6	1.1
Oman	**146**	280	30	13	7.4	7.6	57	7.6	0.3	7.2	7.0	5.6	0.1	2.0
Pakistan	**43**	227	128	109	1.9	1.5	15	2.9	1.2	6.3	6.0	5.2	0.2	1.3
Palau	**102**	-	34	29	-	1.4	15	-	-	-	-	-	-	-
Panama	**110**	88	34	25	3.2	2.8	26	1.8	2.1	5.9	3.1	2.5	2.1	1.7
Papua New Guinea	**53**	214	101	94	2.5	0.7	7	1.1	1.0	6.3	5.2	4.4	0.6	1.3
Paraguay	**98**	90	37	30	3.0	1.9	19	3.0	-0.7	6.6	4.8	3.9	1.1	1.7
Peru	**85**	234	80	39	3.6	6.5	51	0.4	2.5	6.9	3.7	2.7	2.1	2.9
Philippines	**88**	110	66	38	1.7	5.0	42	1.5	1.1	7.0	4.4	3.4	1.5	2.1
Poland	**152**	70	19	9	4.3	6.8	53	-	4.4	3.0	2.1	1.3	1.2	3.9
Portugal	**164**	112	15	6	6.7	8.3	60	4.0	2.5	3.1	1.6	1.5	2.2	0.6
Qatar	**138**	140	25	16	5.7	4.1	36	-	-	7.0	4.4	3.4	1.5	2.3
Romania	**121**	82	32	21	3.1	3.8	34	2.0	0.0	2.3	1.9	1.3	0.6	3.4
Russian Federation	**121**	64	21	21	3.7	0.0	0	3.8	-3.5	2.7	1.8	1.2	1.4	3.7
Rwanda	**15**	206	178	183	0.5	-0.3	-3	1.1	-1.3	7.6	6.9	5.9	0.3	1.4
Saint Kitts and Nevis	**114**	-	36	24	-	3.7	33	3.7	4.7	-	-	-	-	-
Saint Lucia	**130**	-	24	19	-	2.1	21	-	0.6	6.9	3.4	2.6	2.4	2.4
Saint Vincent and the Grenadines	**110**	-	26	25	-	0.4	4	-	2.5	-	-	-	-	-
Samoa	**110**	210	42	25	5.4	4.7	40	-	2.1	7.3	4.8	4.3	1.4	1.0
San Marino	**164**	-	10	6	-	4.6	40	-	-	-	-	-	-	-
Sao Tome and Principe	**63**	-	90	74	-	1.8	18	-	-0.6	-	-	-	-	-
Saudi Arabia	**105**	250	44	28	5.8	4.1	36	2.2	-1.2	7.3	6.9	5.7	0.2	1.7
Senegal	**30**	300	148	138	2.4	0.6	7	-0.6	1.1	7.0	6.3	5.2	0.4	1.7
Seychelles	**137**	-	21	17	-	1.9	19	3.1	1.1	-	-	-	-	-
Sierra Leone	**1**	390	323	316	0.6	0.2	2	0.6	-5.0	6.3	6.5	6.5	-0.1	0.0
Singapore	**189**	40	8	4	5.4	6.3	50	6.9	4.7	5.5	1.8	1.5	3.7	1.1
Slovakia	**152**	40	15	9	3.3	4.6	40	-	2.1	3.1	2.0	1.3	1.5	3.9
Slovenia	**178**	45	9	5	5.4	5.3	44	-	3.0	2.4	1.6	1.2	1.4	2.0
Solomon Islands	**114**	185	36	24	5.5	3.7	33	2.4	-1.5	6.4	5.9	5.4	0.3	0.8
Somalia	**7**	-	225	225	-	0.0	0	-1.0	-	7.3	7.3	7.3	0.0	0.0
South Africa	**66**	130	60	71	2.6	-1.5	-18	1.3	0.2	6.5	3.6	2.9	2.0	2.0
Spain	**164**	57	9	6	6.2	3.7	33	3.2	2.5	2.9	1.4	1.1	2.4	2.2
Sri Lanka	**130**	133	23	19	5.8	1.7	17	2.7	3.8	5.8	2.6	2.1	2.7	1.9
Sudan	**46**	208	123	107	1.8	1.3	13	-0.1	5.5	6.7	5.5	4.6	0.7	1.6
Suriname	**95**	98	44	32	2.7	2.9	27	-0.6	2.0	6.6	2.7	2.1	3.0	2.3
Swaziland	**27**	225	110	149	2.4	-2.8	-35	2.1	0.2	6.5	5.6	4.5	0.5	2.0
Sweden	**193**	20	6	3	4.0	6.3	50	2.2	1.7	2.3	2.0	1.4	0.5	3.2
Switzerland	**164**	27	8	6	4.1	2.6	25	1.6	0.3	2.4	1.5	1.4	1.6	0.6
Syrian Arab Republic	**105**	201	44	28	5.1	4.1	36	2.9	2.5	7.3	5.7	3.8	0.8	3.7
Tajikistan	**64**	140	78	72	1.9	0.7	8	-	-10.0	6.3	4.9	3.1	0.8	4.2
Tanzania, United Republic of	**23**	241	163	165	1.3	-0.1	-1	-	0.3	6.8	6.2	5.2	0.3	1.5
Thailand	**105**	148	40	28	4.4	3.2	30	4.6	3.0	6.4	2.3	2.0	3.4	1.3

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
The former Yugoslav Republic of Macedonia	**109**	177	41	26	4.9	4.1	37	-	-0.9	4.2	2.0	1.6	2.5	2.0
Togo	**29**	267	152	141	1.9	0.7	7	1.1	-0.6	7.1	6.3	5.5	0.4	1.2
Tonga	**125**	-	27	20	-	2.7	26	-	2.1	-	-	-	-	-
Trinidad and Tobago	**125**	73	24	20	3.7	1.7	17	3.1	2.9	5.2	2.5	1.6	2.4	3.7
Tunisia	**108**	254	52	27	5.3	6.0	48	3.3	3.1	7.2	3.6	2.2	2.3	4.5
Turkey	**79**	219	78	43	3.4	5.4	45	2.0	1.8	6.4	3.4	2.4	2.1	3.2
Turkmenistan	**51**	-	97	99	-	-0.2	-2	-	-5.9	6.4	4.3	3.3	1.3	2.4
Tuvalu	**74**	-	56	52	-	0.7	7	-	-	-	-	-	-	-
Uganda	**36**	224	165	124	1.0	2.6	25	-	3.6	6.9	7.1	7.1	-0.1	0.0
Ukraine	**125**	53	22	20	2.9	0.9	9	-	-7.4	2.5	1.8	1.1	1.1	4.5
United Arab Emirates	**152**	223	14	9	9.2	4.0	36	-5.0	-1.6	7.0	4.2	3.0	1.7	3.1
United Kingdom	**161**	27	10	7	3.3	3.2	30	2.1	2.2	2.7	1.8	1.6	1.4	1.1
United States	**158**	30	10	8	3.7	2.0	20	2.2	2.2	3.5	2.0	2.0	1.9	0.0
Uruguay	**138**	56	24	16	2.8	3.7	33	0.9	2.1	2.9	2.5	2.3	0.5	0.8
Uzbekistan	**68**	-	62	68	-	-0.8	-10	-	-1.8	6.7	4.0	2.5	1.7	4.3
Vanuatu	**81**	225	70	42	3.9	4.6	40	-	-1.1	7.2	4.9	4.4	1.3	1.0
Venezuela	**120**	75	27	22	3.4	1.9	19	-0.5	-0.6	6.6	3.5	2.8	2.1	2.0
Viet Nam	**88**	219	50	38	4.9	2.5	24	-	5.8	6.9	3.7	2.3	2.1	4.3
Yemen	**46**	340	142	107	2.9	2.6	25	-	2.2	7.6	7.6	7.6	0.0	0.0
Yugoslavia	**130**	120	30	19	4.6	4.2	37	-	0.5	2.7	2.1	1.6	0.8	2.5
Zambia	**10**	213	192	202	0.3	-0.5	-5	-1.2	-1.7	6.6	6.4	5.8	0.1	0.8
Zimbabwe	**38**	159	80	123	2.3	-3.9	-54	1.4	-0.2	7.2	5.8	4.7	0.7	1.9

REGIONAL SUMMARIES

Sub-Saharan Africa		253	180	173	1.1	0.4	4	1.2	0.5	6.8	6.3	5.6	0.2	1.1
Middle East and North Africa		250	81	61	3.8	2.6	25	0.9	1.9	7.1	5.0	3.7	1.2	3.2
South Asia		244	128	98	2.2	2.4	23	1.7	3.6	6.1	4.2	3.4	1.2	2.0
East Asia and Pacific		212	58	43	4.3	2.7	26	5.1	6.1	5.8	2.5	2.0	2.8	2.0
Latin America and Caribbean		153	54	34	3.5	4.2	37	2.4	1.7	6.0	3.2	2.6	2.1	1.9
CEE/CIS and Baltic States		103	44	37	2.8	1.6	16	3.4	-0.4	3.2	2.3	1.6	1.1	3.7
Industrialized countries		37	9	7	4.7	2.3	22	3.1	1.8	2.8	1.7	1.6	1.7	0.6
Developing countries		223	103	89	2.6	1.3	14	2.9	3.5	6.1	3.6	3.0	1.7	2.0
Least developed countries		278	180	157	1.4	1.2	13	0.0	2.2	6.7	5.9	5.3	0.4	1.2
World		197	93	82	2.5	1.1	12	3.1	2.0	5.0	3.2	2.7	1.5	1.9

Countries in each region are listed on page 114.

DEFINITIONS OF THE INDICATORS

Under-five mortality rate – Probability of dying between birth and exactly five years of age expressed per 1,000 live births.

Reduction since 1990 (%) – Percentage reduction in the under-five mortality rate (U5MR) from 1990 to 2001. The United Nations Millennium Declaration in 2000 established a goal of a two-thirds (67%) reduction in U5MR from 1990 to 2015. Hence this indicator provides a current assessment of progress towards this goal.

GDP per capita – Gross domestic product (GDP) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output. GDP per capita is gross domestic product divided by mid-year population. Growth is calculated from constant price GDP data in local currency.

Total fertility rate – The number of children that would be born per woman if she were to live to the end of her child-bearing years and bear children at each age in accordance with prevailing age-specific fertility rates.

MAIN DATA SOURCES

Under-five mortality – UNICEF, United Nations Population Division and United Nations Statistics Division.

GDP per capita – World Bank.

Fertility – United Nations Population Division.

NOTES - Data not available.

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GLOSSARY

AIDS: acquired immune deficiency syndrome

BSS: behavioural sentinel surveys

CDC: Centers for Disease Control and Prevention (United States)

CEDAW: Convention on the Elimination of All Forms of Discrimination against Women

CEE: Central and Eastern Europe

CIS: Commonwealth of Independent States

CO_2: carbon dioxide

CRC: Convention on the Rights of the Child

DHS: Demographic and Health Surveys

DPT: diphtheria/pertussis/tetanus

EPI: Expanded Programme on Immunization

G7: group of seven industrialized countries: Canada, France, Germany, Italy, Japan, United Kingdom and the United States

GDP: gross domestic product

GEM: Girls' Education Movement

GNI: gross national income

GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation)

HepB: hepatitis B vaccine

HIV: human immunodeficiency virus

ICDB: International Children's Day of Broadcasting

ILO: International Labour Organization

IMF: International Monetary Fund

MICS: Multiple Indicator Cluster Surveys

MNMMR: Movimento Nacional de Meninos e Meninas de Rua (National Movement of Street Boys and Girls; Brazil)

NGO: non-governmental organization

ODA: official development assistance

OECD: Organisation for Economic Co-operation and Development

SIPRI: Stockholm International Peace Research Institute

UN: United Nations

UNAIDS: Joint United Nations Programme on HIV/AIDS

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

USAID: United States Agency for International Development

U5MR: under-five mortality rate

WHO: World Health Organization

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Carol Bellamy
Executive Director
United Nations Children's Fund

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